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ABSTRACT

This federal project to improve vocational education in the inner cities in the West, involving 10 inservice institutes with 720 vocational educators from 24 metropolitan areas, aims to formulate career education models which meet the training needs of disadvantaged youth and adults, to evaluate the applicability of vocational education techniques, and to develop positive attitudes in the "change agents." This final report presents descriptions and evaluations of ten separate institutes, which were implemented by a steering committee, coordination committee, research consortium, advisory council, and project consultants. Two evaluation forms were used both for pre- and post-testing of each institute and a third form at the close of the institute. Overall project evaluation included one questionnaire for the inservice participants and one for the directors of vocational education in 15 Western metropolitan areas. Data indicated a positive impact of the institutes upon local programs, both from the viewpoints of the participants and the city directors. The team approach was deemed beneficial for accomplishing project goals. The extensive appendixes give the evaluation instruments and lists of project participants. (AG)

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FINAL REPORT
Project No. 9-0524
GRANT NO. OEG-0-9-150524-4520 (725)

SHORT TERM INSTITUTES FOR INSERVICE TRAINING OF PROFESSIONAL PERSONNEL RESPONSIBLE FOR VOCATIONAL-TECHNICAL EDUCATION IN WESTERN METROPOLITAN AREAS

Duane L. Blake
Project Director

Sponsored and Coordinated by
The Department of Vocational Education
Colorado State University
Fort Collins, Colorado

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U.S. Department of Health, Education, and Welfare

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April, 1972

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SUMMARY

GRANT NO.:	OEG-0-9-150524-4520 (725)
TITLE:	Short Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas
PROJECT DIRECTOR:	Dr. Duane L. Blake, Professor and Head Department of Vocational Education Colorado State University Fort Collins, Colorado
PROJECT CO-DIRECTOR:	Dr. G. Dale Gutcher Assistant Professor Department of Vocational Education Colorado State University Fort Collins, Colorado
INSTITUTION:	Department of Vocational Education Colorado State University Fort Collins, Colorado
PROJECT DATES:	May, 1969 to September 30, 1971

Problem, Purposes and Objectives

As society evolves and changes so the demands on vocational education evolve and change, but the process of educating those people who desire vocational training does not always keep pace with the demands made of it. These changes are causing the need for modifications in vocational programs and instructional techniques. New occupational areas have come into being, women are entering the labor force more frequently, people with special needs such as academic socio-economic and other handicaps are desirous of training. These demands are increasing in the metropolitan areas of the United States as the populations of these areas increase. New concepts in vocational-technical education must be developed, analyzed and implemented in order to meet the challenges of upgrading present vocational programs and starting new programs to meet the expanding and varying needs of our society.

The fundamental purpose of this project was to improve the quantity and quality of occupational education in the inner cities of large metropolitan areas in the western United States. It was felt that the most effective way to begin accomplishing this purpose was to provide inservice training to the educators and related personnel involved in the field so as to update and reinforce their technical and/or professional competencies.

To accomplish this purpose, this project was created and was comprised of ten separate institutes, each encompassing a different, yet interrelated subject to form the multi-institute project.

Briefly stated, the specific purposes of these ten institutes were to:

1. Expand the existing knowledge and impart new information relative to the training needs and desires of disadvantaged persons from metropolitan areas.

2. Produce new models, capable of implementation for developing programs of vocational education with greater relevance and applicability to persons from western metropolitan areas and to be consistent with the programmatic provisions of the Vocational Education Amendments of 1968.

3. Provide for interaction among the participants which would result in attitudinal and behavioral changes leading to significant changes in vocational education for inner city residents.

4. Disseminate the outputs from these institutes in such a way that their application in other, less populous areas may be attempted, and to provide for a greater degree of implementation within the metropolitan areas.

The over-all goals for the multiple institute project were:

Goal One:

To expand the knowledge of training needs and desires of disadvantaged youth and adults so that training programs can be devised that will incorporate relevance and practicability into a framework capable of implementation. Relevance, practicability, and implementation are the key concepts in this goal. Without these elements, education can have very little value to the people for whom it is intended.

Goal Two:

To consider the problems and formulate models for implementing a theme of "career centered" education into the present school systems. Maximum development of human resources depends on educating the whole person. This requires the involvement of all education personnel from the academician to the counselor, and their commitment to an "employability concept" for all people.

Goal Three:

To assemble and evaluate innovative as well as proven techniques of providing vocational education and to determine the feasibility and applicability of their use with disadvantaged persons in the inner cities of western metropolitan areas.

Goal Four:

To produce attitudinal and behavioral changes in the participating "change agent" teams so that a dedication for implementing the other institute outputs will follow.

Methods and Procedures

The project involved ten separate institutes which dealt with problems facing vocational education in the metropolitan areas of the western United States. Colorado State University's Department of Vocational Education served the following functions: management, planning, coordination, selection of advisory council, conducting of three institutes and reporting and disseminating the final results of the combined efforts. The other seven institutes were sub-contracted to seven institutions that possessed acknowledged expertise in vocational education and possessed personnel who had demonstrated leadership and the administrative ability necessary to the success of an institute.

Several groups of experienced persons assisted in the planning and during the operation of the institutes. These groups were the: Western Steering Committee, National Coordination Committee, and the Research Consortium.

The institutes were conducted from February, 1970, to October, 1970. There was a total of 720 participants with 23 states of the 24 western states designated for participation represented. Twenty four of the 25 metropolitan areas selected for participation were represented throughout the project. A majority of the participants held a position which enabled them to function in a "change agent" role.

Each institute was evaluated both at the beginning and completion of its activities. The results were published in the final report of the institute. During late summer, 1971, the project as a whole was evaluated through the use of two instruments. One was mailed to all of the participants and the other to the city directors of vocational education in the 25 metropolitan areas designated for participation.

Conclusions and Recommendations

The participants' reactions and the directors' involvement resulted in the following conclusions.

1. The process of cooperative planning for the institutes through meetings with the cities involved was a great asset to the success of the ten institutes.

2. Team efforts, on the part of the 24 large cities that participated in this multi-institute project, appear to have had a greater impact on the educational systems involved.

3. Since more of the participants who attended more than one institute had begun to implement ideas stimulated at the institutes more than those who attended only one institute, and the multi-institute approach, apparently had a positive effect.

4. It can also be concluded that, since the local superiors indicated that the institutes had been a very worthwhile activity, they probably felt this way in part due to them being included in the project planning.

5. Direct input in regard to consultants recommended and the identification of participants who could report on current and successful programs was very successful and a direct result of the multi-institute thrust.

6. Those cities that organized a "city team" with subsequent attendance of team members at more than one institute appeared to be more involved with the objectives and purposes of the entire multi-institute project.

7. The four goals of the project were accomplished. Models and strategies and proven techniques for providing vocational education in the large metropolitan areas were developed. Special emphasis was placed on the feasibility and applicability of using these strategies with the disadvantaged persons.

8. Participants and directors from those cities that did not involve in the orientation and planning for the institutes any one other than professional educators within the system later became highly aware of the assets of involving industry, labor business and others outside the school system during the institutes.

The following recommendations are presented based upon the experience of the institute directors and evaluation of the project.

1. For the first step the city directors of occupational education should be brought to a central location for a one day briefing.

2. Cities should be required to formulate teams of change agents with whom the project director could meet during the planning phase after the city director had the group assembled.

3. Subsequent proposals of how the city team would be used before, during, and after the institutes should be required. Objectives to be outlined.

4. A self evaluation conducted by the city team should be required.

5. Multi-institute projects should be planned for the future, however, they should be smaller in number of institutes. A multi-institute thrust of three to five institutes would allow more participants to attend most or all of the institutes.

6. The Blake model for conducting an institute should be used. See the Appendix of Institute IV or ERIC. That institute appeared to receive the most favorable remarks in terms of developed materials all being ready to take home at the conclusion of the institute.

7. Several one-day regional type dissemination meetings should be provided to permit others to benefit from the models and strategies developed and to hear one or two selected consultants.

CHAPTER I.

INTRODUCTION

The Problem

As vocational education has evolved through the years, we have come to realize that some needs were not being met and that some changes were necessary to maintain and improve the quality and quantity of vocational education. Changes have occurred among the many factors that influence vocational education. Among these changes are: new occupations are emerging which have not existed before and other are becoming less in demand or completely obsolete due to new technological developments. In recent years we have come to realize that people with special needs such as academic, socio-economic and other handicaps, require and desire training for occupations and it has not been provided as well as it should have been. As women are facing the increasing necessity of working as well as the increased desire to work outside their homes, they are finding they do not always possess the skills required by the employer or that their skills require updating. Often they also discover that when they re-enter the world of work their interests and attitudes have changed so that their previous employment is no longer what they are interested in doing. The role of the minority population in the United States has been brought to the attention of all of us in recent years and vocational education can play an important role in assisting the minority peoples to achieve their desired place in our society as well as playing a role in society's acceptance of these people as full fledged citizens.

Another type of change is occurring which must also be dealt with, as illustrated in the following excerpt:

> "... the necessity for sophisticated vocational and technical education is underlined by the constant changes in job functions in our economy and by the realization that in one lifetime a man may have to be trained, retrained, and further retrained in order to keep up with the developments in his field of work. Thus vocational programs may eventually be expected to place as much emphasis on learning to learn as on the acquisition of specific job skills."[1]

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[1] Howard Howe II, The People Who Serve Education: A Report On The State of the Education Professions. Washington, D. C.: U.S. Office of Education, 1969.

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The problems of unemployment and underemployment are problems which are of major concern to both general and vocational education programs. Gaining appropriate and desired employability for each individual through suitable educational programs is of paramount importance and must become a systematic process starting early in the elementary grades. According to Darcy and Powell:

> "To get and hold a job, a worker has to meet certain requirements set by his employer. These include not only particular skills, but also personal qualities and attitudes that the employer believes the worker must have to be successful on the job."[2]

Many of the people that comprise the urban population of today suffer from inemployment or underemployment due to a lack of knowledge concerning job opportunities, job requirements, skills or training opportunities. The urban population in 1964 constituted almost 71% of the total United States population.[3] Significant numbers of these people are concentrated in the inner cities of these metropolitan areas. Among these are the emigrants from the rural areas which have found they lack the necessary skills to find employment in the metropolitan areas and find little assistance in helping them prepare themselves for this world of work.

The entire educational program for a city and the surrounding area must be conceived as one coordinated system which provides equal educational opportunities for all potential students, in school or out. Included in the systems must be provision for vocational education at all levels which will provide a career-centered curriculum to assure employability. At the present rate, according to Hochhouse, "... one million members of the high school graduating class of 1969 will enter the labor market without a marketable skill of any kind."[4] An action program designed to contact inviduals in need of training must be an operation to gain their participation. The passive approach where programs are offered in response to requests or as a matter of course has not been successful in reaching significant numbers of many groups that have the greatest needs.

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[2] Robert L. Darcy, and Phillip E. Powell, Manpower Education in a Growing Economy. Athens, Ohio: Center for Economics Education, College of Business Administration, Ohio University, 1968.

[3] The President's National Advisory Council on Rural Poverty, The People Left Behind. Washington, D. C., U.S. Government Printing Office, 1967.

[4] Edward Hochhauser, Jr., "Modernizing Instructional Methods," American Vocational Journal, March, 1969, p. 34.

In addition to meeting the needs of the students of today there is the problem of providing the same opportunities of training for the increased enrollment of tomorrow which is anticipated in vocational and technical education. It is expected that the enrollment will double during the ten year period from 1966 to 1975.[5]

The 1963 Vocational Education Act specified that vocational training be made available to all persons and emphasized the need of persons not able to succeed in regular programs. As evidence that these persons had not been served to the desired degree, the Vocational Education Amendments of 1968 re-emphasized this obligation and provided funds for this purpose. Those persons responsible for vocational education must now develop the methods for discharging this obligation most effectively.

It is these people, the teachers, the administrators, the guidance counselors and all the other various people associated with the education of our population who form the vanguard of change. Changes in many teacher training principles and practices have become imperative to facilitate the necessary evolution desired in vocational education. Through updating and reinforcing the technical and/or professional competencies of these people who function in a "change agent" capacity the desired evolution can be brought about.

Purposes of the Project

To begin the task of bringing about the desired evolution in vocational education this project was conceived and carried out with the fundamental purpose of improving the quality and quantity of occupational education in the inner cities of large metropolitan areas in the western United States. Of primary importance in bringing about this improvement is the resolution of those forces and problems which inhibit establishing and providing realistic occupational education programs which are consistent with sound principles of resource development and the needs of the people.

It was concluded that the most effective way to begin accomplishing this purpose was to provide inservice training to the educators and related personnel involved in the field so as to update and reinforce their technical and/or professional competencies. By providing, via these institutes, these people with a greater awareness of needed changes and by developing improved effectiveness in new and varied teaching concepts, the first, and perhaps most essential, step in the process of change was undertaken.

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[5] *Actual and Projected Enrollments and Percentages*. Washington, D.C.: U.S. Department of Education, 1966.

These ten institutes were viewed as more than just training programs, however. They were further envisioned as working conferences dedicated to: (1) identifying specific problem areas and priority needs within the present structure of vocational education in western metropolitan areas; (2) developing models, strategies, and materials with which to cope with identified problems and needs so that vocational education would become a more realistic and meaningful means of attaining employment goals; (3) the involved commitment of each participant for implementing realistic vocational education programs to meet the labor market needs and the personal needs of the students; and (4) the dedication of all involved persons to bring about changes in vocational education consistent with the provision of the Vocational Education Amendments of 1968.

The involvement of teams of personnel from positions of influence within the metropolitan areas of the western United States reflected diverse areas of interest beyond education and common concern for human growth and development. They also were intended to function as change agents whose participation would result in attitudinal and behavioral changes which they would implement in their individual situation when they returned to their home communities.

Briefly stated, the purposes of these ten institutes were to:

1. Expand the existing knowledge and impart new information relative to the training needs and desires of disadvantaged persons from metropolitan areas.

2. Produce new models, capable of implementation for developing programs of vocational education with greater relevance and applicability to persons from western metropolitan areas and consistent with the programmatic provisions of the Vocational Education Amendments of 1968.

3. Provide for interaction among the participants which would result in attitudinal and behavioral changes leading to significant changes in vocational education for inner city residents.

4. Disseminate the outputs from these institutes in such a way that their application in other, less populous areas may be attempted, and to provide for a greater degree of implementation within the metropolitan areas.

Goals of the Multi-Institutes

The objectives of each of the individual institutes were stated in the Division of Comprehensive and Vocational Education Research publication: Guidelines and Priorities for Short-Term Training Programs for Professional Personnel Development in Vocational and Technical Education. These objectives are reproduced in Appendix A.

With these objectives as a basis the major, over-all goals for the multiple institutes were:

Goal One:

To expand the knowledge of training needs and desires of disadvantaged youth and adults so that training programs can be devised that will incorporate relevance and practicability into a framework capable of implementation. Relevance, practicability, and implementation are the key concepts in this goal. Without these elements, education can have very little value to the people for whom it is intended.

Goal Two:

To consider the problems and formulate models for implementing a theme of "career centered" education into the present school systems. Maximum development of human resources depends on educating the whole person. This requires the involvement of all education personnel, from the academician to the counselor and their commitment to an "employability concept" for all people.

Goal Three:

To assemble and evaluate innovative as well as proven techniques of providing vocational education and to determine the feasibility and applicability of their use with disadvantaged persons in the inner cities of western metropolitan areas.

Goal Four:

To produce attitudinal and behavioral changes in the participating "change agent" teams so that a dedication for implementing the other institute outputs will follow.

Results

As stated previous it has become necessary to instigate change to facilitate progress. At the conception of the project the following change situations were envisioned as results of the participants' involvement.

Change Through Redirection of Leadership Personnel

It is only through the enlightenment of the leaders in the communities and the personnel responsible for the conduct of vocational education that change can be effected. The change required must be based on an administrative desire to promote individualized instruction and the realization of student potential within the group of students who are most likely to be those leaving the educational community without salable skills. Change must come through the conviction and commitment that vocational education must become a principle feature of the educational system.

Change Through Creation of Action Teams

Involving teams of personnel from positions of leadership within the metropolitan community, city government, and state staff can, in effect, provide for the creation of teams whose thinking, developing and implementing efforts could be combined to bring about more positive change results.

Change Through Development

The involvement of many people with differing disciplinary and interest backgrounds working together in the interest of common goals could result in the following:

- Development of coordinated administrative efforts for vocational education in western metropolitan areas. Procedures should be established for eliminating costly duplication of services where this is practical; for evaluating available resources; for implementing programs into the regular school structure.

- Development of programs and the capacity to initiate realistic annual and long-range plans for vocational education, built upon manpower supply and demand for the determination of occupational program needs.

- Development of objectives, models and plans for the establishment of career-oriented activities extending from the elementary school levels to the senior high school levels that will help students to better understand the world of work, motivate them to complete their education and make more realistic vocational selections in the light of their expanded knowledge.

- Development of strategies and models for initiating supportive programs that will integrate and coordinate the available community and human resources into an effort responsive to personal learning problems.
- Development of techniques, guidelines, and models for improving the preparation of professional vocational education personnel.
- Development of effective teacher education curricula to include methods of working with disadvantaged adults in metropolitan areas so that occupational training can better meet their needs.
- Development of more effective teacher preparation curricula so that special emphasis is given to working with and motivating disadvantaged youth in metropolitan areas.
- Development of techniques for identifying exemplary occupational orientation programs and processes and procedures for adapting and replicating these programs in existing school systems of metropolitan areas.
- Development of strategies and guidelines for increasing the functional competence of counselors and other guidance personnel in metropolitan areas such that more valid counselor preparation.
- Development of methods for identifying and utilizing valid and realistic research information sources relating to planning, implementing, and evaluating vocational education programs.

Change Through Involvement

The impact of involving some 800 participants from leadership positions within the metropolitan areas and approximately 100 consultants whose expertise is acknowledged, should place effective change agents in most decision making positions within the western metropolitan areas.

Change Through Dissemination

The success of each individual institute was largely dependent upon the resolve of the participants to implement the output. It was hoped that each individual would provide word-of-mouth transmission of the innovations and techniques thereby setting into motion a "multiplier effect" for broad distribution of institute output.

The major results which can be attributed to the multiple institutes project as a whole is the degree to which the participants felt they had profited from attending and the degree to which they have re-evaluated and begun to initiate change in their present vocational programs. Many of the participants indicated in a 6 months follow-up evaluation that they had used the materials developed at their institute and had used the knowledge they had gained in assisting others in vocational programs thereby indicating a functioning of the "multiple effect" which was anticipated to occur.

It will be quite a period of time before all the desired changes as previously discussed can be absolutely attained. These institutes presented the beginnings of these changes and, by evidence collected, the growth of these changes has begun, but the bearing of fruit will take longer to develop. It was stated by Dr. Douglas Sjogren that "At the present time, I would suggest that perceptions of the directors and participants in terms of the likelihood of change is about as well as one can expect to do."* These attitudes and perceptions concerning the likelihood of change have been expressed by a very high percentage of the participants thereby indicating the success of the multiple institute project. As each individual institute was deemed a success so the whole project became one which achieved its purpose: to initiate the changes necessary to update the quantity and quality of vocational education in western metropolitan areas.

General Plan of Operation

As an effort toward updating the quality and quantity of vocational education and many subsequent goals the Office of' Education of the U.S. Department of Health, Education, and Welfare in 1968 offered a series of grants to qualified institutions to prepare programs to meet these goals. The pressures of our society bring special concern for how vocational education can be made more responsive to the occupational needs of youth and adults living in two geographical settings: (1) metropolitan areas and (2) isolated rural areas where factors effecting education are different from those in metropolitan areas. Towards this end the Office of Education awarded two major grants in support of vocational education in metropolitan areas and one such grant in support of vocational education in rural areas. In addition, there were to be awarded 14 individual institute grants to focus on critical problems in vocational education but not restricted to geographical areas.

Of the two major grants awarded for metropolitan area multiple institutes, one was awarded for study of metropolitan areas in the eastern United States and the other for those areas in the western United States, the latter of which this report describes.

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* May 11, 1971

Colorado State University was awarded this grant in May of 1969 in response to a proposal submitted by Dr. Duane Blake and Dr. Dale Gutcher. The multiple institutes, entitled The Short-Term Institute for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas, consisted of ten separate institutes conducted in various cities of the western United States during the calendar year of 1970. Each of the institutes was designed to deal directly with the different concerns of those persons responsible for vocational education. They were working conferences as well as training experiences from which each participant obtained basic materials with which to operate. Each combined his knowledge and skills with that of others in the development of those materials and commited himself to the utilization of the knowledge and materials he had obtained from the institute to implement desirable changes in his home area.

The participants were drawn from persons who functioned in a capacity to initiate change in vocational education such as large city school administrators, vocational education directors, teachers, counselors, State Commissioners of Education, State Directors of Vocational Education, persons responsible for teacher and counselor education programs and representatives from industry, business, labor and city government. A total of 598 individuals participated in the project with 98 attending more than one institute for a total of 720 participants at all ten institutes.

The sequence of the institutes was designed to facilitate the output of one being utilized as input into the next. This was accomplished in part by those persons who attended more than one institute; however, due to difficulties encountered by participants in scheduling attendance at more than one institute this was not adequately achieved. It had been anticipated that some school districts and educational organizations would send one group of participants to all the institutes but this proved to be infeasible due to budgetary problems, scheduling difficulties, etc.

Colorado State University, as prime contractor, conducted three of the institutes and subcontracted seven. The seven which were subcontracted were held by institutions with acknowledged leadership in the area of inner city problems. Each institute director and his staff became responsible for building upon the goals for his particular institute as established by the U.S. Office of Education which are presented in Appendix A and planning the institute so as to best meet those goals as well as the goals of the multiple institute project. Each director submitted a final report of his institute which is available through ERIC and which is evaluated latter in this report.

CHAPTER II

METHODS AND PROCEDURES

In response to the Office of Education, U.S. Department of Health, Education and Welfare's invitation to submit proposals for conducting the multiple institute project entitled Short-Term Training Programs for Professional Personnel Development in Vocational and Technical Education Colorado State University proposed a project which was ultimately accepted for funding. The project involved ten separate institutes which dealt with problems facing vocational education in the metropolitan areas of the western United States.

To best accomplish the objectives of each of the individual institutes and retain the coordination necessary to attain the goals of the broad project required the integrated involvement of experienced leaders and many different organizations. The efforts required in this direction placed Colorado State University's Department of Vocational Education in the following functions: management, planning, coordination, selection of advisory council, conducting three institutes and reporting and disseminating the final results of the combined efforts. Leadership and administration of the project was provided by the project director, Dr. Duane L. Blake, Professor and Head, Department of Vocational Education, Colorado State University. Management, coordination and direct operational responsibility was the function of the project co-director, Dr. G. Dale Gutcher, Assistant Professor, Department of Vocational Education, Colorado State University. Several groups of experienced persons also assisted in planning and implementing the operation of the institutes. These groups were the: Western Steering Committee, National Coordination Committee, and Research Consortium.

Implementation

With the assistance of the U. S. Office of Education personnel, the population figure was established for defining metropolitan areas in the U.S. Department of Health, Education and Welfare Regions VI through IX which includes Minnesota, North Dakota, South Dakota, Nebraska, Iowa, Missouri, Kansas, Texas, Oklahoma, New Mexico, Montana, Idaho, Wyoming, Utah, Colorado, Arizona, Nevada, California, Oregon, Washington, Alaska, Hawaii, Arkansas and Louisiana. The population for defining metropolitan areas was established at 500,000 people.

Utilizing this figure, 25 cities in 15 states were identified as metropolitan areas for the purposes of this project. A listing of these cities appears in Appendix B.

Persons within the educational system of each of the metropolitan area served as liason agents to the project director. These agents (see Appendix C) arranged for meetings between the project director and officials of the school system, employment and welfare agencies, industry and business representatives, and city officials. Dr. Blake was thus able to meet with these groups in 21 of the 25 cities to gather information concerning the inner-city problems, education concerns, and their desires relative to effective institute development and implementation. (See Appendix D)

During these meetings interest in conducting a particular institute was expressed by many people and recommendations made concerning persons and institutions which would be particularly qualified to conduct various institutes. The three institutes conducted by Colorado State University were headed by faculty members and other especially qualified persons from nearby areas who had special interest and expertise in the subject matter of their institutes. The project directors chose the seven institutions to conduct those institutes not held at Colorado State University. These institutions possessed acknowledged expertise in vocational education and possessed personnel who had demonstrated leadership and the administrative ability necessary to the success of an institute. The geographical location of the institution was also considered since it was desirable to obtain a fairly uniform despersion throughout the western part of the country. (See Appendix E) After selection and acceptance as a participating institution a proposal for the conduct of their particular institute was prepared by individuals at each of these schools. These individuals, later identified as institute directors, submitted their proposals to the project directors for approval. Subsequent to this initial approval, the proposals, and subcontracts were submitted to the project officers in the U.S. Office of Education for final clearance and approval. The following list shows these subcontracting institutions, all institute directors and the date and location of each institute.

Institute I

Title: New Vocational Education Concepts and Programs
in Metropolitan Areas
Director: Dr. Ronald E. Glenn
Institution: Colorado State University
Location: Colorado State University
Fort Collins, Colorado
Date: February 2-6, 1970

Institute II

Title: Updating the Process and Content of Teacher Education
Courses to Reach Disadvantaged Adults in Metropolitan
Areas
Director: Dr. William Stevenson
Co-Director: Dr. Paul Braden
Institution: Oklahoma State Department of Vocational-Technical
Education
Location: Oklahoma City, Oklahoma
Date: March 8-20, 1970

Institute III

Title: Administrative Coordination of Vocational Education in
Metropolitan Areas
Director: Dr. Melvin Barlow
Co-Director: Dr. J. Lyman Goldsmith
Institution: University of California at Los Angeles
Location: El Cortez Hotel
San Diego, California
Date: April 13-17, 1970

Institute IV

Title: Development of Vocational Guidance and Placement
Personnel for Metropolitan Areas
Director: Dr. G. Dale Gutcher
Co-Director: Dr. Margaret Blake
Institution: Colorado State University
Location: Colorado State University
Fort Collins, Colorado
Date: May 11-15, 1970

Institute V

Title: Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas
Director: Dr. Carl R. Bartel
Institution: Arizona State University
Location: Arizona State University
Tempe, Arizona
Date: June 1-5, 1970

Institute VI

Title: Improving Preparation of Professional Personnel for Vocational Education in Metropolitan Areas
Initiator: Dr. J. Clark Davis
Director: Dr. Len L. Trout
Institution: University of Nevada
Location: University of Nevada
Reno, Nevada
Date: June 14-17, 1970

Institute VII

Title: Updating the Process and Content of Teacher Education Curriculum to Reach Disadvantaged Youth in Metropolitan Areas
Director: Dr. Mary Helen Haas
Co-Director: Mrs. Marcile Wood
Institution: Colorado State University
Fort Collins, Colorado
Location: Colorado State University
Fort Collins, Colorado
Date: July 6-17, 1970

Institute VIII

Title: Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas
Director: Dr. Raymond Needham
Co-Director: Mr. Arthur A. Binnie
Institution: Green River Community College
Location: University of Washington
Seattle, Washington
Date: August 3-8, 1970

Institute IX

Title: Metropolitan Area Application of Vocational Education Innovations Resulting From Research and Development Programs
Director: Dr. Ivan E. Valentine
Co-Director: Mr. Nelson W. Lowery
Institution: Albuquerque Technical-Vocational Institute
Location: University of Albuquerque
Albuquerque, New Mexico
Date: September 14-18, 1970

Institute X

Title: Annual and Long-Range Program Planning in Metropolitan Areas in Accordance with the Vocational Education Amendments of 1968
Director: Mr. Ernest L. Rush
Co-Director: Dr. Frank H. Troutman
Institution: Little Rock Public Schools
Location: Marion Hotel
Little Rock, Arkansas
Date: October 5-16, 1970

During the planning stages and throughout the entire project there were several advisory groups which contributed in many ways to its success.

Multi-Institute Western Steering Committee

To provide communication and coordination between those persons directly responsible for success of the institutes and thus the entire project the Western Multi-Institute Steering Committee was established. The members consisted of all institute directors and co-directors, the project directors and personnel from the U.S. Office of Education. The committee met twice during the initial phases of the project to assure that each institute program would reflect the concerns and desires expressed at the information gathering visits of the project director. The meetings also provided the central focus for coordinating the individual efforts of each director so as to provide the greatest overall benefit to all participants. This committee also served as a talent pool which greatly aided in solving problems involved in participant selection, consultant identification and the many other problems inherent in a project of this magnitude. The first meeting was held on October 27, 1969, at Colorado State University. The agenda and minutes for that meeting appears in Appendix F. The second meeting occurred on an informal basis during the national AVA Convention in New Orleans in 1969.

National Coordination Committee

As previously mentioned this project was part of a major effort in Short-Term Training Programs for Professional Personnel Development in Vocational and Technical Education. To coordinate the efforts and activities of the three large projects involved the National Coordination Committee was formed with the following persons as members: the directors of the Eastern Multi-Institute Project, the Rural Multi-Institute project, and the Western Multi-Institute Project, and the Project Officers from the U.S. Office of Health, Education, and Welfare. (See Appendix C) This committee met several times during the duration of the project in informal gatherings to achieve its expressed purpose.

Research Consortium

As further assurance that the institutes would be conducted according to U.S. Office of Education desires and stipulations, and to fulfill the goals of the project, a research consortium was formed so as to be constantly available for advice and direction.

The consortium served in an advisory capacity to help ensure the project met its objectives. The members were persons within the Department of Vocational Education, Colorado State University who had been recipients of U.S. Office of Education grants. They, therefore, possessed valuable knowledge concerning the successful execution of all responsibilities contracted for. They were consulted on an individual basis when the occassions arose which warrented their advice.

An additional team to the research consortium was formed which was composed of people representing diverse backgrounds. This team provided an interdisciplinary insight into program development as well as evaluation. These persons were utilized as the need for their particular skills became apparent.

Members of both groups are listed and a vita for each is presented in Appendix H.

Advisory Council

The advisory council was utilized prior to the final planning phase of the project for advice in regard to program planning, participants, consultants and locations. There were no formal meetings held but each member was consulted by telephone and letter for advice and opinions. The members of the Council are listed in Appendix I.

Institute Proposals

Each institute director was responsible for the development of a program that offered promise of achieving the objectives of the institute as stated in the Division of Comprehensive and Vocational Education Research publication: Guidelines and Priorities for Short-Term Training Programs for Professional Personnel Development in Vocational and Technical Education. (Appendix A) Each of these statements of objectives was further refined to reflect the desires and needs of the target metropolitan area residents.

The program developed by each director was submitted in final form for approval in the form of a proposal. In addition to the meetings of the Steering Committee, which furnished information concerning proposal preparation, a suggested format was prepared and distributed to each institute director so that the structured statement of the institutes' content would have some similarity. This suggested format is contained in Appendix J. It was felt that the use of this format for the proposal for each institute would encourage similarity of program content throughout the entire project.

Participation Selection

The success of any gathering of people for purposes of sharing and exploring ideas and concerns is dependent upon those people themselves. Thus participant selection becomes of utmost concern.

The participants for all the institutes were chosen primarily from among the people actively involved in vocational education. In addition, those persons interested in and concerned about the future of vocational education were among the attendees. For the majority of those chosen to attend it was impressive that they hold a position which allowed them to function as a "change agent" so that the greatest possibility of implementation of the information obtained at the institute(s) was possible. The director, co-director, and representatives of the U.S. Office of Education developed a suggested listing of those types of persons to attend each institute (Appendix K). This listing was provided to each institute director. Consideration was also given to the geographical distribution of the participants.

To advertise the project and solicit applications, a brochure (Appendix L) describing all ten institutes and providing an application form was developed. Copies of this brochure were provided to city directors, persons who had attended the planning meetings, all institute directors, and others the project directors were aware would possibly be interested in attending or could inform others who might be.

Initially it was planned that the project directors would handle participant selection for all institutes. This plan was followed for the first two institutes: however, it became apparent during this time that this was not feasible due to the time required to relay information between Colorado State University and institute directors, especially during the final weeks before the institutes when cancellations occurred and alternate participants were invited. For Institute III through X participant selection was the responsibilith of the individual institute directors. For more detailed information refer to the final Institute reports.

Profile of Participants

The criteria established for participants for the project were as follows:

1. The total number of participants for the entire project was to be 800 with the distribution among the institutes to be as shown in Table 1.

TABLE 1
DISTRIBUTION OF PARTICIPANTS TO BE SELECTED

Institute	I	II	III	IV	V	VI	VII	VIII	IX	X
Participants	75	75	100	100	75	100	75	100	50	50

2. The 24 states in the designated portion of the western United States were to be represented throughout the project.

3. The 25 cities selected for participation should be adequately represented throughout the project.

4. Participants should hold a position which enables them to instigate change in vocational education, thus their ability to function as a "change agent."

Analysis of the data concerning participants indicated the criteria were very adequately met.

1. The actual number of individuals to participate in the project was 598. Of this 598, 98 individuals attended more than one institute for a total of 720. The distribution is shown in Table 2.

TABLE 2
DISTRIBUTION OF PARTICIPANTS PARTICIPATING IN ALL INSTITUTES

Institute	I	II	III	IV	V	VI	VII	VIII	IX	X
Participants	77	79	91	80	63	95	50	83	50	52

2. All states designated for representation were represented except for South Dakota which sent no participants. Alaska, Iowa, and North Dakota had the fewest participants with three persons from each state attending. California had the largest representation with 80 attendees and Colorado was next with 76.

3. Of the 25 cities selected only Fort Worth, Texas, had no participants. Seattle, Washington, was represented by 32 persons and Albuquerque by 29. Omaha, Nebraska, and Oakland, California, had the fewest with two each.

4. The data available concerning participants' jobs indicated the majority were functioning in "change agent" roles. Those positions which appeared not to be related to vocational education were usually associated through the office or department in which they were employed. Persons holding the position of director, coordinator, or supervisor comprised the highest attendance with a total of 36.6% for all three positions.

The data compiled concerning participants is presented in the following appendices:

Appendix M: List of participants of project and the institute(s) they attended.

Appendix N: The data presented in this appendix is based on a total number of 598 participants which represents the number of individuals to attend the entire project.

1. States Represented by Participants of Project.
2. Participants Representing Cities Selected for Participation in Multi-Institute Project.
3. Positions Held by Participants of Multi-Institute Project.

Appendix O: Data contained in this appendix has been compiled on a basis of 720 participants which represents the total number of persons attending all ten institutes.

1. Numbers of Participants Attending Each Institutes.
2. Number of Participants Who Attended More Than One Institute

3. Actual Number of Participants Attending Each Institute Compared With Suggested Number of Participants.

4. States Represented by Participants at Each Institute.

5. Participants At Each Institute Representing Cities Selected for Participation

6. Positions Held By Participants of Each Institute.

Project Staff

The professional educators who served as staff for the project as a whole, as well as for the institutes which comprised the project, were all eminently qualified to be part of a venture of this scope and magnitude. The institutes' directors and co-directors were selected by the project director and co-director for their expertise in the particular subject to be dealt with at the institute in question.

The project director, Dr. Duane L. Blake, provided the leadership and administrative ability necessary to conceive, organize, and complete this work. The project co-director, Dr. G. Dale Gutcher, provided management, coordination and direct operational abilities for the functioning of the project.

The institute directors and co-directors served very much the same function for their own individual institutes. A complete listing of the professional staff is presented in Appendix P.

In addition to the professional staff the successful completion of the project required the talents and services of many people at the various institutes as well as at Colorado State University such as ancellary personnel, graduate research assistants and clerical personnel.

Project Consultants

All of the institutes employed the services of consultants to serve as speakers, reactors, group leaders and interacters. Persons considered outstanding in their field were selected for participation. Consultants from the field of education represented 69.3% (99) and those from outside the field of education, but involved in and concerned with vocational education, represented 30.7% (43) of the 140 consultants utilized during the entire project. The consultants for each institute are listed in Appendix Q.

Evaluation Procedures

Each institute was evaluated through the use of four different forms especially developed for this purpose. Forms 1 and 2 were administered at the beginning and conclusion of the institute. Form 3 was administered only at the end of the institute. The post-institute evaluation instrument was sent to participants approximately six months after the conclusion of the institute.

Form 1 was designed to determine the participants' opinions about vocational education. Form 2 dealt with general beliefs of the attendees. Form 3 sought their opinions regarding the conduct of the institute. The post-evaluation instrument sought to discover the effect attendance at the institute had on the participant and his work.

The results of these evaluation devices were reported in the final report of each institute. Examples of each instrument with examples of accompanying cover letters are available in Appendix R.

This final report includes an evaluation of the entire project. This was accomplished through the use of the instrument entitled Participants Evaluation Instrument for Western Metropolitan Multi-Institute Project. This instrument was designated "Instrument A". It was sent to all the participants of all the institutes to determine to what degree the stated objectives of the project were attained. Instrument "B", entitled Directors Evaluation Instrument for Western Metropolitan Multi-Institute Project, was sent to the directors of vocational education in each of the fifteen cities previously designated as western metropolitan areas. This instrument was designed to determine the value of the institute(s) as measured by action roles assumed by local participants following institute(s) attendance. Both of these instruments are available in Appendix S. The results of the evaluation of the entire project are presented later in this report.

CHAPTER III

EVALUATION OF INSTITUTE FINAL REPORTS

After the completion of each institute the institute director was responsible for submitting a final report of his institute to the project director who in turn submitted the report to the Office of Education for final approval and acceptance. These reports are an important source from which vocational educators and other concerned individuals can learn new techniques, methods, and/or procedures that can be implemented to solve problems encountered in the western metropolitan areas of the United States. Each of the institute final reports were to present those new techniques, methods, and/or procedures in a format that are suitable of being disseminated for use by the participants and other individuals interested in western metropolitan problems. The presentation of materials generated from the institutes should have, therefore, followed a structured format that would allow the dissemination of information to be effectively completed.

The format of the institute reports as prepared by the respective investigators should adhere to the instructions issued by the Bureau of Research of the Office of Education. The instructions specify the investigator's responsibility as presenting accurately the findings, conclusions, and recommendations of the research effort.

The responsibility for the format of the institute reports which are part of the Western Multi-Institute Project rested with the principal investigator, or in this case, the project director, Dr. Duane L. Blake. The project director, therefore, determined whether each institute as reported by the institute director had satisfactorily met the requirements of the contract agreement made with the project officer of the Office of Education. The contract agreement stated that "the final report must clearly indicate institute objectives (what was proposed to be accomplished), procedures (how these were accomplished), and conclusions and recommendations (what results were obtained). The appendices of the report was to contain a list of participants, texts of formal presentations, developed instructional materials, formulated guidelines, and similar types of pertinent material and data.[1]

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[1] Guidelines and Priorities for Short-Term Training Programs For Professional Personnel Development in Vocational and Technical Education, Office of Education, December, 1968.

Each of the final reports received from the institute directors were examined by the Western Multi-Institute Project staff to determine if the final reports met the reporting requirements specified by the Bureau of Research.

Most reports that meet the Bureau of Research requirements are organized as follows: (1) Preliminary pages, (2) Introductory Section, (3) Findings and Analysis, (4) Conclusions and Recommendations, and (5) Supplementary and Appendix materials.

This section presents the critical examination made by the project staff of the individual institute reports. The staff examined the reports in terms of: (1) organizational structure, (2) evaluation of the institute.

INSTITUTE I

ORIENTATION TO NEW VOCATIONAL EDUCATION CONCEPTS AND PROGRAMS IN WESTERN METROPOLITAN AREAS

Report Summary

The summary normally does not exceed 500-600 words. However, this report summary is more extensive. It was felt that the summary could have been shortened, but still give an adequate condensed report of the institute.

The overall objective of the institute was mentioned. The specific program objectives were not identified in the summary.

An excellent statement of the procedures used in obtaining the institute objectives was included. The scope and/or activities could have been more specifically defined. There was no description of how the participants developed the models of career oriented activities. The outcomes of the institute were not clear, the actual accomplishments were not specified. Strengths and weaknesses were not stated.

The Institute Report

Introduction

The introduction section did provide brief answers to the following questions:

(1) What was the problem situation which supported the need for the institute?

(2) What were the purposes and/or objectives of the institute?

(3) What was the general plan, method or procedures used to accomplish the objectives?

(4) When was the institute held, where was it held? How many persons attended?

(5) What was accomplished during the institute?

The introduction was well written and included the type of information that should orient report readers to what the institute was about.

Methods and Procedures

This section did not report the following:

(1) What criteria was used for the selection of participants.

(2) Who selected the participants.

(3) What methods were used to invite participants to attend.

More information would have been desirable in this section that contained information relating to institute participants.

The procedures followed in planning, organizing, conducting and evaluating the institute could have been given in more detail. Particularly those activities used by the institute staff to involve participants in generating the eventual outcomes of the institute.

Evaluation of the Institute

The institute report was successful in establishing the fact that institute objectives were attained, therefore establishing the effectiveness of the methods and procedures used by the staff. The institute appeared to make a substantial contribution to the professional and/or technical training of vocational and technical personnel by presenting new concepts and programs in vocational education. The results of the evaluation instruments did indicate that: (1) the outcomes of the institute had educational application beyond the local setting, (2) the description, objectives, and procedures of the institute were clear and complete, (3) the experience and training of the institute personnel were adequate and did carry out the institute objectives satisfactorily and (4) the facilities were adequate.

Results

The institute results were not organized as a separate report section. The results were compiled and reported as a conclusion of each working phase of the institute program. Perhaps a separate section should have been used to describe the results, accomplishments, conclusions and/or recommendations.

In conclusion, the examination of the final report as completed by the Institute I staff is satisfactory. More information could have been included about the methods and procedures followed in the institute pre-planning, organization of the program and how the institute was conducted. The final report quite staisfactorily showed that the institute objectives were attained, and how the institute findings could be made adaptable to the western metropolitan region.

INSTITUTE II

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION COURSES TO REACH LESS-ADVANTAGED ADULTS IN WESTERN METROPOLITAN AREAS

Report Summary

The section referred to as summary was of an appropriate length. The investigator stayed within the recommended length as identified by the Bureau of Research of the Office of Education. The overall objectives of the institute and the specific program objectives were stated clearly and concisely. The procedures used to accomplish the objectives were identified and described satisfactorily. The summary section could have been strengthened by including information about the conclusions and recommendations made by the institute investigators. The investigator should also have mentioned the institute strengths and weaknesses as identified by the institute evaluation instrument.

The Institute Report

Introduction

The investigators could have been more concise in describing the problem situation that supported the need for this institute. Some difficulty was also experienced by the reader in understanding the term less-advantaged. Perhaps this term could have been defined. The purposes and objectives of the institute were apparent and understandable. The general plan, method, and procedures that were used to accomplish the purposes and objectives of the institute program were included in this section. There was no mention of the institute accomplishments in this introductory section. A brief description of these accomplishments might have been included.

Methods and Procedures

There was no separate section entitled "Methods and Procedures". This section was included as part of Chapter I and was referred to as procedures. There was no mention in this section of how the participant selection procedure was implemented. Contents of this section could have answered questions such as the following:

(1) What criteria were used for selection of the participants?

(2) Who selected the participants?

(3) What methods were used to invite participants to attend?

The procedures used in conducting the institute were specifically identified. The structure, format, and participant involvement was adequately described and appeared to be practical in terms of the objectives they were trying to accomplish.

Evaluation of the Institute

The data reported in this section would indicate that the institute did appear to make a significant contribution to the professional and/or technical training of vocational and technical personnel. This was most noticeable in the excellent table that graphically denoted the number of workshops held for teachers, administrators, agency heads, and civic clubs as a result of participation in the institute. This section did show that the objectives sought and procedures used were clear to the majority of participants. The data in this section also provided information on the following questions:

(1) Did the outcome of the program have educational application beyond the local setting?

(2) What was accomplished as a result of institute participation?

(3) Did the experience and training of the institute staff and consultants prove adequate in carrying out a successful institute?

The evaluation section was quite adequate and concise in reporting the data which can be examined in determining the strengths and weaknesses of the institute.

Results

The experiences provided by the institute staff for the participants were realistic as described by the individuals participating. The conclusions and recommendations described at the completion of each phase of the institute program would indicate that the materials and information generated in the workshops were applicable to solving problems in the western metropolitan regions.

In conclusion, the contents as presented in this final report are descriptive of the institute. The data accurately described: (1) the objectives sought, (2) what methods and procedures were used to attain the institute objectives, (3) the evaluation of the institute, and (4) the findings and recommendations of the institute participants as they pertain to the problem defined.

INSTITUTE III

ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

Report Summary

The problem statement was brief and concise. The problem was identified as providing in-service education for persons responsible for vocational education and more specifically the problem of administrative coordination in vocational education. The objectives were stated as part of the introduction and were not described in the summary. Also lacking in this section were brief statements as to what procedures were used to reach the institute objectives, what activities were used for participant involvement. A very adequate job was done in reporting the significant outcomes and conclusions of the institute. Conclusions and outcomes were based upon a breakdown of participants by educational level, service area, professional positions, and by other appropriate categories. The conclusions were then reported, according to this breakdown, in terms of beliefs changed, institute objectives, value of the institute, and effectiveness of institute program. This section also made reference to reported changes in the participant's work as a result of the institute. This section would have been more complete if the researchers had identified the strengths and weaknesses of the institute.

The Institute Report

Introduction

The problem situation that existed at the time of the institute was well reported and identified with the specific concerns of administrative coordination in the western metropolitan regions. The objectives of the institute were reported accurately and concisely. However, the general plan nor the procedures to be followed in reaching the program objectives were stated. It is felt by the writer that mention should have been made of how the objectives were to be reached. This section could have been strengthened by including information on: (1) the success obtained in reaching the training objectives, (2) the criteria and procedures used for the selection of trainees as being appropriate to the identified purposes and objectives of the institute, and (3) the type of plan specified for evaluating the institute program.

Methods and Procedures

This part of the final report was not presented as a separate chapter or section. It was impossible to ascertain clear information on the following questions:

(1) What criteria was used for the selection of participants?

(2) Who selected the participants?

(3) What methods were used to invite participants to attend?

(4) What procedures were followed in conducting the institute?

The investigators could have included a section entitled "Methods and Procedures". Additional details of these methods and procedures followed in planning, organizing, and conducting the institute would have been valuable.

Evaluation of the Institute

The evaluation section of this final report was complete and extremely informative. The institute, as described by the investigators, did accomplish its major objective of motivating key personnel in vocational education to act as "change agents". The attempt by the institute staff to change beliefs and opinions on selected topics of a general nature and on vocational education was reported as not too successful. However, the outcomes of the institute program as a whole appeared to make a significant contribution to the professional and/or technical training of vocational and technical education personnel.

The outcomes of the institute program was reported as having educational application beyond the local setting as identified by those participants from various geographical locations who did feel that answers were presented in reference to their particular problem situation.

Results

The results of the institute were identified by the investigators. The results were stated in a positive manner and emphasized the changes that participants did make in their work that constituted a significant influence on the administrative coordination of vocational education in metropolitan areas. The accomplishments of the institute were reported in terms of the impact of the institute on people in the metropolitan areas. No negative conclusions were made by the institute investigators. The chief recommendation made by the institute program investigators as a result of developing the final report for the institute was to recommend more institutes of this type with allowances for a greater number of participants who are key administrative personnel. These recommended institutes should be operated on an annual, continuing basis in order that awareness of the need for coordination in a rapidly changing society is not allowed to lose its effectiveness.

INSTITUTE IV

DEVELOPMENT OF VOCATIONAL GUIDANCE AND PLACEMENT PERSONNEL FOR METROPOLITAN AREAS

Report Summary

This section included a brief statement of the problem which was identified as the need for more effective use of pooled information and talents between school personnel and community workers. The institute objectives were stated in the form of specific problems for the institute participants to focus their attention. The procedures used to accomplish the objectives and the activities developed to involve all participants in a "workshop" program were stated concisely and clearly by the institute investigator. This summary section also included information about the significant conclusions made based upon the institute evaluation and recommendations based upon the results obtained from the institute.

The Institute Report

Introduction

The problem situation which supported the need for the institute was described in this section as the need for counselors, vocational educators and others with placement and guidance responsibilities to work more closely together for the purpose of cooperating on common problems and learning to communicate with one another.

The objectives of the institute were stated in the form of problems on which the participants were to focus their attention. The investigator also identified the main purpose of the institute as the examination of proposed suggestions for the improvement of content and emphasis of vocational counselor education programs. The general plan, as well as the methods and procedures used to accomplish the program objectives were presented by the investigator in excellent detail. It was apparent, as described in this section, that the content and procedures used by the institute staff to achieve the training objectives were successful. The introductory section also included information, as recommended in the Bureau of Research suggested format, about the following: (1) the criteria and procedures used for the selection of trainees and their appropriateness in terms of the identified needs and objectives of the institute and, (2) the type of plan specified for the evaluation of the institute programs effectiveness.

Methods and Procedures

The criteria used in selecting the participants for the institute were stated as part of the section entitled "Introduction". No mention was made, however, of who selected the participants or what methods were used to invite participants to attend. The procedures that were used in conducting the institute were satisfactorily described.

Evaluation of the Institute

The evaluation of the institute was reported by the investigator in terms of changes in participant perception of the institute value and planned modifications of their work activity. Indications were apparent that the institute did appear to make a significant contribution to the professional training of vocational and guidance education personnel. The outcomes of the program did have educational application beyond the local setting as described in the six-month follow-up evaluation instrument. The objectives and procedures of the institute program as shown by participant response on the institute evaluation form were presented clearly and completely by the institute staff personnel. The accomplishments of the institute were described in the introduction chapter. This section did indicate that the experience and training of the institute personnel did appear adequate and did carry out a successful institute.

Results

The results were not described in a separate section. It is felt that the following type of information could have been specifically identified:

(1) The results of the institute could have been summarized.

(2) The accomplishments of the work sessions identified.

(3) The conclusions and recommendations that were perceived by the institute staff should have been listed.

INSTITUTE V

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN WESTERN METROPOLITAN AREAS

Report Summary

The information desired by the Bureau of Research, Office of Education was included in the abstract of this final report. The problem of concern for this institute as stated in the abstract was the development of patterns of administration and coordination of supportive services to help students who find it difficult to obtain adequate occupational training due to a variety of fractors beyond their control. The prime objective and emphasis of the institute was reported as focusing on the total needs of students, and ways to identify and coordinate resources in order to more effectively fulfill student needs. The procedures used by the staff to accomplish the institute objectives were described in detail. The activities planned for participant involvement were identified as including workshops, small group work, and a series of formal presentations. Mention was also made in this section of the significant conclusions and the outcomes of the institute program as determined by the institute staff.

The Institute Report

Introduction

The problem situation which supported the need for the institute was described to the institute investigator as the lack of a workable system for the coordination of supportive services for vocational education that greatly hindered possible students from entering appropriate training, and in turn, has affected the optimum use of available manpower to further the technological advances of our nation. The broad purpose of the institute was then identified as an attempt to develop workable patterns of administration and coordination of support services for students who find it difficult to obtain adequate occupational training due to a variety of factors beyond their control. The specific objectives of the institute were also reported by the investigator in this section. The procedures followed in presenting the institute program to the participants was clearly described and reported by the investigator. The procedures used to accomplish the objectives included the sequencing of major topics into a logical learning situation for the institute participants.

Methods and Procedures

There was a very complete description made of the following: (1) what criteria was used for the selection of participants, (2) who selected the participants, and (3) what methods were used to invite the participants to attend this institute. The procedures used in conducting the institute were clearly described by the investigator as including daily small group sessions following major presentations by selected, nationally recognized consultants. The materials developed by the groups were duplicated immediately following each session and used as a basis for discussion during the following session. Final guidelines and/or models were prepared after the last small group meetings and were presented to the total group of institute participants during the final day of the institute.

Evaluation of the Institute

The evaluation section of the final report included acceptable information about the following questions:

(1) Did the institute program make a significant contribution to the professional and/or technical training of vocational and technical education personnel?

(2) Did the outcomes of the institute program have educational application beyond the local setting?

(3) Were the descriptions, objectives, and procedures of the institute program presented clearly and completely?

(4) What was accomplished during the institute?

(5) Was the experience and training of the key institute personnel adequate in carrying out the program successfully?

(6) Were the available facilities adequate for the program presented?

Additional information was also available in this section on the findings and outcomes of the institute by the institute staff.

Results

The summary section of the final report was comprised of information derived from participant responses on the institute evaluation instruments. This section did include brief statements about the results, accomplishments, and recommendations as reported by the participants in response to the evaluation instruments. The specific recommendation made by the institute investigators as a result of examining the completed evaluation forms was that future institutes could be more effective if the selected directors, presentors, and group leaders are specifically prepared and trained prior to the offering of selected institutes.

INSTITUTE VI

IMPROVING PREPARATION OF PROFESSIONAL PERSONNEL FOR VOCATIONAL EDUCATION IN WESTERN METROPOLITAN AREAS

Report Summary

The problem statement was brief and concise. The problem that existed was identified as the difficulty encountered in locating and preparing adequate numbers of vocational-technical instructional personnel who are fully qualified to work with urban disadvantaged youth in such a way that the latters possibilities of obtaining meaningful and gainful employment can be increased. The main purpose of the institute was identified in this section as the sensitizing of a carefully selected group of key vocational teacher education decision-makers in attendance to this problem and to elicit from them substantive, long-term commitments to undertake desirable and feasible changes in presently inadequate vocational-technical instructional personnel preparation practices. The procedures emphasized by the institute staff to reach the objectives was reported as a series of formal presentations, a question and answer panel, daily small group work sessions and final reports, and a variety of evaluations of the proceedings. The primary activity of the participants was identified by the institute investigator as the development by each participant of a teacher training model appropriate to his situation. The participants, as a result of their small group deliberations, reached a number of tentative conclusions which they believed should at least be considered in the construction of adequate vocational-technical teacher education models. These recommendations, as well as the identification of the strengths and weaknesses of the institute were adequately reported in this section.

The Institute Report

Introduction

The problem situation which supported the need for the institute was reported as the real lack of attention devoted to the study, preparation and implementation of professional teacher preparation programs adequate in nature, scope, and quality to meet the challenging task of preparing socially and economically deprived youth for meaningful and gainful employment. In order to accomplish the institute goals for improving preparation of professional personnel for vocational education in metropolitan areas, a number of specific objectives were established. They were reported clearly and concisely in this section by the institute investigator. The general plan and procedures that were implemented to successfully reach the institute

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objectives were described in detail and it would appear they were adequate in achieving the proposed training outcomes of the institute. There was no real mention in this section of what criteria and procedures were used for the selection of trainees for the training program also, there was no mention of what plans were specified for the evaluation of the institute program.

Methods and Procedures

Information was provided in this section that adequately answered the following questions:

(1) Who selected the participants?

(2) What procedures were used in conducting the institute?

This section could have been strengthened by including information about the methods used to invite the participants to attend, and what criteria were used for the selection of participants.

Evaluation of the Institute

The evaluation section of the final report did include data pertaining to possible institute-induced changes in attitudes toward vocational education and also data pertaining to some possible institute-induced change in the participants' personal beliefs indicating qualities presumably desirable in a change agent. This section also reported adequately the initial reactions of participants to the organization, conduct, and outcomes of the institute. The institute investigator provided clear and concise reporting of the participants plans to modify present and/or future work as a result of attending this institute. The strengths, weaknesses, and suggestions for improving this type of institute were discussed briefly.

Results

On the basis of the input which had been presented and their own deliberations, on the final day of the institute reporters for each of the three discussion groups presented a series of conclusions which had been reached by their respective group members in regard to factors which should be considered in the construction of functional models for the preparation of vocational-technical teacher education. These recommendations and conclusions were identified and reported in excellent detail by the institute investigators.

INSTITUTE VII

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION CURRICULUM TO REACH DISADVANTAGED YOUTH IN WESTERN METROPOLITAN AREAS

Report Summary

The problem and specific objectives were well identified. Complete statements were made in regard to the activities involved in carrying out the procedure for conducting the institutes. Also, the procedure for evaluating the institute was well related in this report. The conclusions and recommendations were listed quite explicitly. The project directors found that the majority of participants responded favorably to most of the activities of the institute. The report was well summarized.

The Institute Report

Introduction

Substantial background for validation of the stated problems were evident in the introduction section of this report. There was no indication however, of how these objectives would be reached. Likewise at this point no procedure for evaluation of the institute was evident.

Methods and Procedures

The specifics of the institute operation were well spelled out. However, no mention was made of how the participants were selected. The report did indicate how many were invited (120) out of the 150 that had applied.

Evaluation of the Institute

In this section the evaluation procedure was well outlined. The evaluation was evaluated by two types of assessment. They were (1) a post-institute evaluation and (2) a six-months follow-up evaluation instrument.

The post-institute evaluation was well reported and summarized with tables and charts.

The institute follow-up evaluation likewise was well presented and interpreted. It was obvious that the directors were well pleased with the results of the institute and its impact upon the metropolitan areas involved.

Results

The results of the institute were stated in a logical and positive manner. Four recommendations were given with the chief one being "more institutes such as this should be sponsored to develop alternate solutions to pressing problems.

INSTITUTE VIII

IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS FOR JUNIOR HIGH STUDENTS IN WESTERN METROPOLITAN AREAS

Report Summary

The problems statement was reported as the need for identifying implementation methods of improving occupational orientation programs for junior high schools. These methods will come about only by identification of problems and road blocks and compiling plans of action to overcome them and cause occupation orientation experiences to be integrated into the curriculum. The purposes of the institute were described in this section as the attempt to identify trends, examine current innovative programs, look at roadblock problems and develop impact plans to cause improvement of occupational programs in the participants' home cities and states. Incorporated in these purposes were the concepts of new and innovative approaches and students' perceptions of curriculum already in use. The report summary also included information about the procedures used to accomplish the objectives and the activities used in developing the institute program. Recommendations and conclusions were reported briefly in this section.

The Institute Report

Introduction

Providing inservice education for persons responsible for vocational education as one of the formidable tasks now facing the field of vocational education was the problem situation that existed at the time of the institute. The institute program was then developed around the more specific concern relating to career orientation programs in the junior high schools and middle high schools. The institute investigator went on to report in this section about the specific purposes and objectives of the institute, and what the general plan, method and procedures were used in this institute to accomplish these objectives and purposes.

Methods and Procedures

The criteria for selection of the candidates included a reported analysis of broad general requirements and more specific characteristics. It was further reported in this section that candidates who met the general geographical and job title requirements were then screened more specifically by (1) the priority they placed on Institute VIII as a preference; (2) their major responsibilities; (3) their reason for attending; and (4) nomination by major city appointed representative. Specific mention was also made by the institute investigator of who selected the participants to attend. The procedures used in conducting the institute utilized four techniques, these were: (1) formal presentations by consultants, (2) task force workshops, (3) a student panel, and (4) bring and brag session by participants.

Evaluation of the Institute

The institute investigator reported the evaluation of the institute in terms of the following: (1) successful completion of institute objectives, (2) participant perception regarding their learning, (3) task force groups, (4) value of information presented and time spent, (5) theory related to practice, (6) participants plans to modify present or future work. The evaluation results were presented as a clear and concise style of reporting. The six month follow-up evaluation results was also briefly described.

Results

The summary section indicated that 80% or more of the participants felt that the institute was very worthwhile, both at the completion of the institute and seven months later as determined by institute form. The results were described in terms of successfully completing the specific performance objectives developed for the institute. The first objective, "the production of an implementation plan for improving occupational programs for metropolitan junior high school students," was actually prepared through the work of the task force groups during the week of the institute. Specific conclusions and recommendations are listed by the institute investigator and are objective, clear, and practical in terms of the institute objectives.

INSTITUTE IX

METROPOLITAN AREA APPLICATION OF VOCATIONAL EDUCATION INNOVATIONS RESULTING FROM RESEARCH AND DEVELOPMENT PROGRAMS

Report Summary

The institute reporter described the problem that existed at the time of the institute as the need to face the challenge of provoking on the part of the participants and consultants a common understanding of mutual problems, and to develop several techniques whereby the results of research and development can be refined and simplified for application by classroom teachers. The central purpose of the institute was reported as the evaluation of the results of research and development activities which are designed to accelerate the adoption and application of innovations in vocational education for metropolitan areas. The procedures used to accomplish the objectives were described in this section as including three major work phases, pre-institute activities, institute activities, and post-institute activities. To accomplish the established institute purposes, a variety of activities were used during the one-week institute. These activities were identified by the institute investigator as including the following format: one of five major topic papers was introduced each day: two reactors who had reviewed and criticized the paper in advance made an oral presentation on the topic to set the stage for small group working sessions: participants were assigned to small working groups to carry on predetermined expected achievements, such as developing models and guidelines. Also reported in this section were the conclusions developed as a result of the work done by the participants and recommendations based on the experience of the institute and on the evaluation instruments. The institute investigator did report that according to the evaluation devices employed during and following the institute the objectives which were established were apparently achieved, thus indicating a successful institute.

The Institute Report

Introduction

The problem situation that existed at the time this institute was held was reported in outline form. The problem statement included an identification of the shortcomings of past evaluation efforts and did point up the fact that professional educators are recognizing the importance and complexity of the evaluation process but have not yet taken the necessary steps to fully develop and operationalize an effective evaluation program. The central purpose was stated in this section as the evaluation of the results of research and development activities designed to accelerate the implementation of positive change for vocational education in the metropolitan areas. Ultimately, the institute provided vocational educators and other researchers with specific information relative to the applications of techniques for reducing the lag time between research and program implementation. This section did not include pertinent information about the following questions:

(1) What was the general plan, method or procedures used to accomplish the objectives?

(2) Were the institute objectives achieved?

(3) Were the criteria and procedures for selection of trainees found to be appropriate to the identified need and objectives of the institute program?

(4) Were appropriate plans specified for the evaluation of the institute program?

Methods and Procedures

This section did include adequate information about the details of the methods and procedures followed in planning, organizing and evaluating the institute program.

Evaluation of the Institute

The institute program did appear to make a significant contribution to the professional and/or technical training of vocational and technical education personnel. The reporter did include information about the participants evaluation of the institute. It was apparently successful in meeting the objectives which were established. Re-evaluation of programs, program changes and increased public relations to explain new concepts to local education and educational leaders undertaken by participants indicated they had been motivated by the institute program, were emphasized as outcomes of the evaluation by the institute investigator. This section described quite adequately how the institute was evaluated and the findings of the evaluation.

Results

This section of the institute report provided information pertaining to the institute results, conclusions which had been developed as a result of the evaluation, and recommendations based on the experience of the institute and the evaluations regarding the nature and need for future training projects. The institute apparently provided participants the opportunity to evaluate the results of research and development activities and to acquire a research base relative to identifying innovations and the change process as it relates to vocational education in metropolitan areas.

INSTITUTE X

ANNUAL AND LONG-RANGE PROGRAM PLANNING IN WESTERN METROPOLITAN AREAS IN ACCORDANCE WITH THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

Report Summary

A short, complete and concise statement of the problem was made with a subsequent identification of the primary objective and specific objectives. The summary adequately proceeded to outline the procedure used in selecting the participants for this institute. Procedures of program planning were also noted.

The summary did fail to describe the evaluation procedure for measuring the results of the institute. Through activities of the institute and work of the group leaders the directors did identify three main achievements of the institute.

The Institute Report

Introduction

The problem was well stated and validated. Subsequently the need for conducting the institute was well substantialled and reported. This section of the report including purposes, objectives, and general plan of operation was very well reported.

Methods and Procedures

This portion of the report was extremely well done. All details of participant selection and the planning and conducting of the institute was well presented. The director of all ten attended this institute and validated the institute directors statement that "even though the limited number of applications prohibited an overall selective process, it needs to be point out that the participants who did attend the institute were a dedicated and hard working group of people".

Evaluation of the Institute

Again as in other portions of the report the procedures for evaluation were very well reported. The evaluation consisted of (1) a pretest (2) a post-test and (3) an institute follow-up instrument. A total of 51 people participated in this institute with 46 of them responding to the institute follow-up instrument four months after the institute was held. The findings of the evaluation were well reported.

Results

As a result of this institute three main conclusions were reached. This was followed by four recommendations.

The directors are to be commended on the results of this institute.

CHAPTER IV

EVALUATION OF PROJECT

To ascertain the degree of success the project achieved the individual institutes were evaluated during the course of the institute and within six months of its conclusion. Subsequently, the entire project was evaluated as a whole after the completion of all ten institutes.

The evaluation of the individual institutes was achieved through the use of three forms which were used by all ten institutes. Form One, which solicited the participants' opinions about vocational education and Form Two, which dealt with general belief, were administered at the beginning and the conclusion of each of the institutes. Form Three, which sought the participants' opinions regarding the conduct of the institute, was given only at the end of the institute. These forms are presented in Appendix R. The results of these evaluations will not be presented in this report, but are available in the final reports of the individual institutes.

The evaluation of the project as a whole was conducted during the late summer months of 1971. The evaluation procedures were designed to determine to what degree the stated objectives of the multiple-institute project were attained. The assessment of the project included the use of two forms: 1) Instrument A, which was sent to all the participants of the ten institutes, and 2) Instrument B, which was sent to the directors of vocational education in the fifteen metropolitan areas in the western United States which have been previously identified. The local directors were asked to comment on the value of the institute(s) as measured by action roles assumed by local participants following institute(s) attendance. The results of the evaluation effort will be discussed in this chapter. Copies of Instruments A and B are presented in Appendix S.

Participants' Evaluation (Instrument A)

To evaluate the reactions of the participants to the multiple-institute project, the Participants Evaluation Instrument for the Western Metropolitan Multi-Institute Project was mailed to each of the 598 participants during the later part of the summer of 1971. Each participant was asked to register his evaluative reaction by completing the eleven page instrument. The instrument included 30 questions concerning the impact of the institute and twelve questions about current local community problems and problems associated with the multiple-institute project objectives.

The 42 questions which comprised Instrument A, including the ranking and multiple-choice questions with follow-up probe questions, are presented in the tables and charts which follow.

In presentation of the data obtained from Instrument A a distinction between the responses of participants of only one institute and those of participants of more than one institute is made to facilitate comparison between these two groups. It was hoped that attendance at more than one institute by individual participants would multiply the desired effects of attendance. A comparison between the data obtained from these two groups seems to indicate this occurred; however, the evaluation instrument was not designed to adequately measure this*, so this result must be considered in that light. Those participants who attended only one institute will henceforth be referred to as single-institute participants and those who attended more than one institute will be referred to as multiple-institute participants.

The data derived from Instrument A are in the order the questions appeared in the instrument in the form of tables or charts with a brief description of the highlights of each. The responses of the single institute participants are presented first, often by Institute attended, followed by the responses of the multiple-institute participants to the same question. The reader is encouraged to study the distribution of the responses for each of the statements.

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*According to Dr. Douglas Sjogren, evaluation consultant.

INSTITUTES ATTENDED BY PARTICIPANTS RESPONDING TO INSTRUMENT A

(QUESTION 1)

The total number of respondants to Instrument A is shown in Table 3. The number of respondants, as a percentage of total institute participants, ranged from 49% for Institute II to 100% for Institute X. This table includes both single-institute participants and multiple-institute participants; no distinction is made between the two groups in this instance.

TABLE 3

SUMMARY OF MULTI-INSTITUTE PROJECT PARTICIPANTS AS TABULATED FROM INSTRUMENT "A" OF THE PROJECT'S FINAL REPORT

Institute	Number Responding To Project Final Evaluation Instrument	Total Participant Number Attending Multi-Institute Project	Percentage of Multi-Institute Participants Who Completed Final Evaluation Instrument
I.	58	77	67%
II	43	79	49%
III	51	91	53%
IV	68	80	75%
V	47	63	75%
VI	59	95	57%
VII	43	50	84%
VIII	68	83	74%
IX	41	50	76%
X	52	52	100%

PROFESSIONAL CONTRIBUTIONS PARTICIPANTS HAVE BEEN ABLE TO MAKE IN THEIR DISTRICT FROM THEIR PARTICIPATION IN THE INSTITUTE(S)

(QUESTION 3)

Tables 4 through 21 include data which shows the professional contributions the single and multiple institute participants have been able to make in their respective district as a result of institute participation. In each table it may be noted that fewer than 20% felt they were in a position of being able to contribute as they would like.

In the summary of professional contributions shown in Table 22, it is evident that in activities completed as a result of the institutes those participants attending more than one institute (multiple participation) indicated a significantly higher percentage of them made contributions to various activities as a result of the institutes. Since a smaller percentage of those classified as multiple participants (9%) than those classified as single participants (15%) indicated they were not in a position of "change agents," one could conclude that the "change agents" or "change agent types" had a tendency to attend more than one institute. No controls as to classification of participants as to "change agent" were utilized in the project.

With the significant positive difference in activity conducted after returning from the institutes, one may conclude that the multiple institute approach was successful and beneficial in making change in the educational programs of the larger metropolitan areas represented by the participants. One may also conclude that the "change agents" have a tendency to recognize the potentialities of the Multi-Institute approach more readily and thus participate for the purpose of being a real benefit to their local program.

It should be noted that there was positive correlation of percentage of participation between the single participants and multiple participants in every activity with the multiple participants being higher in all activities.

TABLE 4

SUMMARY OF SINGLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING WORKSHOPS AND/OR OTHER INSERVICE KINDS OF ACTIVITIES CONDUCTED AS A RESULT OF PARTICIPATION IN THE INSTITUTE

Institute	Number Indicating Activity Conducted	Total Number of Instrument "A" Respondents	Percentage Indicating Activity Conducted
I	8	27	30%
II	14	30	47%
III	5	24	21%
IV	12	44	32%
V	7	27	26%
VI	9	41	22%
VII	5	26	19%
VIII	5	31	16%
IX	7	23	30%
X	6	33	18%
TOTALS	78	306	Overall Percentage 25%

N = 78

Total Number Indicating Activity Conducted 78

Total Number of Instrument "A" Respondents 306

Total Percentage Indicating Activity Conducted 25%

TABLE 5

SUMMARY OF SINGLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING PROGRAM PLANNING CONTRIBUTIONS MADE AS A RESULT OF PARTICIPATION IN THE INSTITUTE

Institute	Number Indicating Contributions Made	Total Number of Instrument "A" Respondents	Percentage Indicating Contributions Made
I	18	27	67%
II	9	30	30%
III	18	24	75%
IV	21	44	48%
V	15	27	56%
VI	23	41	56%
VII	12	26	46%
VIII	18	31	58%
IX	12	23	52%
X	20	33	61%
TOTALS	166	306	Overall Percentage 54%

N = 78

Total Number Indicating Contributions Made 166

Total Number of Instrument "A" Respondents 306

Total Percentage Indicating Contributions Made 54%

TABLE 6

SUMMARY OF SINGLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING PROGRAM EVALUATION CONTRIBUTIONS MADE AS A RESULT OF PARTICIPATION IN THE INSTITUTE

Institute	Number Indicating Contributions Made	Total Number of Instrument "A" Respondents	Percentage Indicating Contributions Made
I	7	27	26%
II	9	30	30%
III	10	24	42%
IV	13	44	30%
V	8	27	30%
VI	10	41	38%
VII	10	26	23%
VIII	7	31	23%
IX	12	23	52%
X	16	33	48%
TOTALS	166	306	Overall Percentage 33%

Total Number Indicating Contributions Made 102

Total Number of Instrument "A" Respondents 306

Total Percentage Indicating Contributions Made 54%

TABLE 7

SUMMARY OF SINGLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING CURRICULUM DEVELOPMENT CONTRIBUTIONS MADE AS A RESULT OF PARTICIPATION IN THE INSTITUTE

Institute	Number Indicating Contributions Made	Total Number of Instrument "A" Respondents	Percentage Indicating Contributions Made
I	16	27	59%
II	9	30	30%
III	10	24	25%
IV	13	44	30%
V	8	27	30%
VI	10	41	24%
VII	18	26	69%
VIII	18	31	58%
IX	9	23	39%
X	9	33	27%
TOTALS	120	306	**Overall** Percentage 39%

Total Number Indicating Contributions Made 120

Total Number of Instrument "A" Respondents 306

Total Percentage Indicating Contributions Made 54%

TABLE 8

SUMMARY OF SINGLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING COMMUNITY WORK CONTRIBUTIONS MADE AS A RESULT OF PARTICIPATION IN THE INSTITUTE

Institute	Number Indicating Contributions Made	Total Number of Instrument "A" Respondents	Percentage Indicating Contributions Made
I	4	27	15%
II	10	30	33%
III	7	24	29%
IV	10	44	23%
V	9	27	33%
VI	3	41	7%
VII	6	26	23%
VIII	2	31	6%
IX	4	23	17%
X	6	33	18%
TOTALS	61	306	Overall Percentage 20%

Total Number Indicating Contributions Made 61

Total Number of Instrument "A" Respondents 306

Total Percentage Indicating Contributions Made 20%

TABLE 9

SUMMARY OF SINGLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING CHANGES IN TEACHER OR PROFESSIONAL PREPARATION MADE AS A RESULT OF PARTICIPATION IN THE INSTITUTE

Institute	Number Indicating Changes Made	Total Number of Instrument "A" Respondents	Percentage Indicating Changes Made
I	7	27	26%
II	9	30	30%
III	3	24	13%
IV	6	44	14%
V	6	27	22%
VI	20	41	49%
VII	8	26	31%
VIII	3	31	10%
IX	4	23	17%
X	4	33	12%
TOTALS	70	306	Overall Percentage 23%

Total Number Indicating Changes Made 70

Total Number of Instrument "A" Respondents 306

Total Percentage Indicating Changes Made 39%

TABLE 10

SUMMARY OF SINGLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING COORDINATION WORK CONTRIBUTIONS AS A RESULT OF PARTICIPATION IN THE INSTITUTE

Institute	Number Indicating Contributions Made	Total Number of Instrument "A" Respondents	Percentage Indicating Contributions Made
I	6	27	22%
II	5	30	17%
III	9	24	38%
IV	16	44	26%
V	12	27	44%
VI	6	41	15%
VII	5	26	19%
VIII	8	31	26%
IX	11	23	48%
X	7	33	21%
TOTALS	85	306	Overall Percentage 28%

Total Number Indicating Contributions Made 85

Total Number of Instrument "A" Respondents 306

Total Percentage Indicating Contributions Made 39%

TABLE 11

SUMMARY OF SINGLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING COUNSELING AND GUIDANCE CONTRIBUTIONS MADE AS A RESULT OF PARTICIPATION IN THE INSTITUTE

Institute	Number Indicating Contributions Made	Total Number of Instrument "A" Respondents	Percentage Indicating Contributions Made
I	6	27	22%
II	5	30	17%
III	4	24	17%
IV	26	44	59%
V	10	27	37%
VI	5	41	12%
VII	7	26	27%
VIII	10	31	32%
IX	3	23	13%
X	2	33	6%
TOTALS	78	306	Overall Percentage 25%

Total Number Indicating Contributions Made 78

Total Number of Instrument "A" Respondents 306

Total Percentage Indicating Contributions Made 25%

TABLE 12

SUMMARY OF SINGLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING HIS OR HER POSITION WAS SUCH THAT THE CONTRIBUTION WAS NOT AS IT COULD HAVE BEEN

Institutes	Number of Responses	Total Number of Instrument "A" Respondents	Percentage of Responses
I	5	27	18%
II	4	30	13%
III	4	24	17%
IV	8	44	18%
V	3	27	11%
VI	7	41	17%
VII	4	26	15%
VIII	4	31	13%
IX	2	23	9%
X	5	33	15%
TOTALS	46	306	Overall Percentage 15%

Total Number of Responses 46

Total Number of Instrument "A" Respondents 306

Total Percentage of Responses 15%

TABLE 13

SUMMARY OF MULTIPLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING WORKSHOPS AND/ OR OTHER INSERVICE KINDS OF ACTIVITIES CONDUCTED AS A RESULT OF PARTICIPATION IN THE INSTITUTE

Number Indicating Activity Conducted	Total Number Instrument "A" Respondents	Percentage of Total Indicating Activity Conducting
35	70	50%

TABLE 14

SUMMARY OF MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING PROGRAM PLANNING CONTRIBUTIONS MADE AS A RESULT OF PARTICIPATION IN THE INSTITUTE

Number Indicating Activity Conducted	Total Number Instrument "A" Respondents	Percentage of Total Indicating Contributions Made
59	70	84%

TABLE 15

SUMMARY OF MULTIPLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING PROGRAM EVALUATION CONTRIBUTIONS MADE AS A RESULT OF PARTICIPATION IN THE INSTITUTE

Number Indicating Activity Conducted	Total Number Instrument "A" Respondents	Percentage of Total Indicating Contributions Made
38	70	54%

TABLE 16

SUMMARY OF MULTIPLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING CURRICULUM DEVELOPMENT CONTRIBUTIONS MADE AS A RESULT OF PARTICIPATION IN THE INSTITUTE

Number of Indicating Contributions Made	Total Number of Instrument "A" Respondents	Percentage of Total Indicating Contributions Made
39	70	56%

TABLE 17

SUMMARY OF MULTIPLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING COMMUNITY WORK CONTRIBUTIONS MADE AS A RESULT OF PARTICIPATION IN THE INSTITUTE

Number Indicating Contributions	Total Number of Instrument "A" Respondents	Percentage of Total Indicating Contributions Made
26	70	37%

TABLE 18

SUMMARY OF MULTIPLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING CHANGE IN TEACHER OR PROFESSIONAL PREPARATION MADE AS A RESULT OF PARTICIPATION IN THE INSTITUTE

Number Indicating Contributions Made	Total Number of Instrument "A" Respondents	Percentage of Total Indicating Contributions Made
20	70	29%

TABLE 19

SUMMARY OF MULTIPLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING COORDINATION WORK CONTRIBUTIONS AS A RESULT OF PARTICIPATION IN THE INSTITUTE

Number Indicating Contributions Made	Total Number of Instrument "A" Respondents	Percentage of Total Indicating Contributions Made
28	70	40%

TABLE 20

SUMMARY OF MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING COUNSELING AND GUIDANCE CONTRIBUTIONS MADE AS A RESULT OF PARTICIPATION IN THE INSTITUTE

Number Indicating Contributions Made	Total Number of Instrument "A" Respondents	Percentage of Total Indicating Contributions Made
20	70	29%

TABLE 21

SUMMARY OF MULTIPLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING HIS OR HER POSITION WAS SUCH THAT THE CONTRIBUTION WAS NOT AS IT COULD HAVE BEEN

Number Indicating Contributions Made	Total Number of Instrument "A" Respondents	Percentage of Total Indicating Contributions Made
6	70	9%

TABLE 22

SUMMARY OF INSTITUTE PARTICIPANTS' RESPONSE INDICATING TYPE OF ACTIVITY BY TYPE OF PARTICIPANT

ACTIVITY	PERCENTAGE OF PARTICIPANTS	
	SINGLE	MULTIPLE
Workshops Conducted	25	50
Program Planning Contributions	54	84
Program Evaluation Contributions	33	54
Curriculum Development Contributions	39	56
Community Work Contributions	20	57
Changes in Professional Preparation	23	29
Coordination Work Contributions	28	40
Counseling and Guidance Contributions	25	29

PARTICIPANTS' FEELINGS ABOUT HOW WELL THE INSTITUTE(S) THEY ATTENDED PRESENTED VARIOUS TOPICS

(QUESTION 5)

Tables 23 through 34 contain the single and multiple institute participants' responses indicating how well the institute(s) attended presented various topics. As described on page 87 the objectives of specific institutes and how well those topics were presented are correlated with those specific institutes.

TABLE 23

SUMMARY OF INSTITUTE I PARTICIPANTS' RESPONSE RELATIVE TO HOW WELL THE INSTITUTE PRESENTED CERTAIN TOPICS

	Very Well		Moderately Well		Poorly	
TOPIC	5	4	3	2	1	Mean Scale Value
A. Occupational orientation and guidance	3	8	7	5	3	3.1
B. Evaluation of programs	1	5	12	3	0	3.2
C. Short-term program planning	2	9	10	2	0	3.5
D. Program coordination	3	7	14	1	1	3.4
E. Change agent role	2	9	10	2	3	3.2
F. Needs of disadvantaged	6	11	3	3	3	3.5
G. Teaching disadvantaged	4	5	6	6	4	3.0
H. New approaches to teacher preparation	2	6	8	5	4	2.9
I. Identifying and adopting exemplary programs	4	10	9	1	3	3.4
J. Long range planning	5	7	9	2	0	3.7
K. Community invovlement in planning	5	9	9	1	0	3.8
L. Conducting workshops	1	6	8	5	3	2.9
M. Forming action teams	2	9	4	5	3	3.1

TABLE 24

SUMMARY OF INSTITUTE II PARTICIPANTS' RESPONSE RELATIVE TO HOW WELL THE INSTITUTE PRESENTED CERTAIN TOPICS

	Very Well		Moderately Well		Poorly	
Topic	5	4	3	2	1	Mean Scale Value
A. Occupational orientation and guidance	2	3	8	12	2	2.7
B. Evaluation of programs	1	10	7	7	0	3.2
C. Short-term program planning	2	5	9	10	0	3.0
D. Program coordination	4	6	9	6	1	3.2
E. Change agent role	4	7	8	7	0	3.3
F. Needs of disadvantaged	17	7	4	0	1	4.3
G. Teaching disadvantaged	11	10	3	1	4	3.8
H. New approaches to teacher preparation	10	8	7	1	3	3.7
I. Identifying and adopting exemplary programs	2	4	6	9	0	3.0
J. Long range planning	2	4	13	8	1	2.9
K. Community involvement in planning	8	11	7	0	1	3.9
L. Conducting workshops	4	8	10	3	4	3.2
M. Forming action teams	5	6	10	4	2	3.3

TABLE 25

SUMMARY OF INSTITUTE III PARTICIPANTS' RESPONSE
RELATIVE TO HOW WELL THE INSTITUTE PRESENTED
CERTAIN TOPICS

	Very Well		Moderately Well		Poorly	
Topic	5	4	3	2	1	Mean Scale Value
A. Occuaptional orientation and guidance	1	8	9	3	0	3.3
B. Evaluation of programs	3	8	4	7	0	3.3
C. Short-term program planning	0	7	12	4	0	3.1
D. Program coordination	0	17	3	3	0	3.6
E. Change agent role	2	6	5	7	1	3.1
F. Needs of disadvantaged	2	6	9	5	1	3.1
G. Teaching disadvantaged	0	2	5	11	1	2.4
H. New approaches to teacher preparation	0	6	5	8	0	2.9
I. Identifying and adopting exemplary programs	2	6	9	3	0	3.4
J. Long range planning	5	11	5	1	0	3.2
K. Community involvement in planning	7	11	3	1	0	4.1
L. Conducting workshops	3	2	11	4	0	3.2
M. Forming action teams	1	6	7	6	1	3.0

TABLE 26

SUMMARY OF INSTITUTE IV PARTICIPANTS' RESPONSE RELATIVE TO HOW WELL THE INSTITUTE PRESENTED CERTAIN TOPICS

	Very Well		Moderately Well		Poorly	
Topic	5	4	3	2	1	Mean Scale Value
A. Occupational orientation and guidance	15	14	9	4	1	3.9
B. Evaluation of programs	4	12	14	6	0	3.4
C. Short-term program planning	3	12	16	4	1	3.3
D. Program coordination	1	18	15	2	1	3.4
E. Change agent role	9	10	13	5	1	3.6
F. Needs of disadvantaged	15	15	3	2	1	4.1
G. Teaching disadvantaged	1	13	18	4	0	3.1
H. New approaches to teacher preparation	3	9	10	11	1	3.1
I. Identifying and adopting exemplary programs	7	14	11	8	1	3.4
J. Long range planning	7	12	12	3	1	3.6
K. Community involvement in planning	9	13	14	3	0	3.7
L. Conducting workshops	6	9	13	7	1	3.4
M. Forming action teams	6	8	12	9	0	3.3

TABLE 27

SUMMARY OF INSTITUTE V PARTICIPANTS' RESPONSE RELATIVE TO HOW WELL THE INSTITUTE PRESENTED CERTAIN TOPICS

	Very Well		Moderately Well		Poorly	
Topic	5	4	3	2	1	Mean Scale Value
A. Occupational orientation and guidance	4	6	10	1	1	3.5
B. Evaluation of programs	3	6	8	3	3	3.1
C. Short-term program planning	3	8	6	5	2	3.2
D. Program coordination	9	11	5	0	1	4.0
E. Change agent role	5	5	9	3	1	3.4
F. Needs of disadvantaged	7	12	8	0	1	3.9
G. Teaching disadvantaged	3	10	8	5	2	3.3
H. New approaches to teacher preparation	2	5	7	9	3	2.8
I. Identifying and adopting exemplary programs	9	8	5	2	3	3.7
J. Long range planning	6	12	6	1	3	3.6
K. Community involvement in planning	9	11	3	1	1	4.0
L. Conducting workshops	3	8	0	4	3	3.2
M. Forming action teams	4	5	8	4	5	3.0

TABLE 28

SUMMARY OF INSTITUTE VI PARTICIPANTS' RESPONSE RELATIVE TO HOW WELL THE INSTITUTE PRESENTED CERTAIN TOPICS

	Very Well		Moderately Well		Poorly	
Topic	5	4	3	2	1	Mean Scale Value
A. Occupational orientation and guidance	3	8	15	5	2	3.2
B. Evaluation of programs	4	9	12	7	1	3.2
C. Short-term program planning	1	9	19	4	1	3.2
D. Program coordination	5	11	14	4	1	3.4
E. Change agent role	3	14	11	5	1	3.4
F. Needs of disadvantaged	12	14	6	3	0	4.0
G. Teaching disadvantaged	8	14	9	1	0	3.9
H. New approaches to teacher preparation	8	14	10	5	0	3.7
I. Identifying and adopting teacher preparation	3	15	10	3	0	3.6
J. Long range planning	3	13	13	3	0	3.9
K. Community involvement in planning	4	8	12	7	0	3.3
L. Conducting workshops	2	11	16	2	1	3.3
M. Forming action teams	3	8	13	4	1	3.3

TABLE 29

SUMMARY OF INSTITUTE VII PARTICIPANTS' RESPONSE RELATIVE TO HOW WELL THE INSTITUTE PRESENTED CERTAIN TOPICS

	Very Well		Moderately Well		Poorly	
Topic	5	4	3	2	1	Mean Scale Value
A. Occupational orientation and guidance	0	3	8	5	0	2.9
B. Evaluation of programs	1	3	7	9	3	2.6
C. Short-term program planning	0	4	8	4	3	2.7
D. Program coordination	2	5	5	4	2	3.1
E. Change agent role	6	4	7	3	2	3.4
F. Needs of disadvantaged	15	6	2	0	3	4.5
G. Teaching disadvantaged	10	9	3	1	4	3.7
H. New approaches to teacher preparation	5	10	3	3	4	3.3
I. Identifying and adopting exemplary programs	1	8	6	3	1	3.2
J. Long range planning	1	4	9	3	4	2.8
K. Community involvement in planning	5	8	5	2	1	3.7
L. Conducting workshops	2	7	6	2	3	3.5
M. Forming active teams	1	4	9	3	4	2.8

TABLE 30

SUMMARY OF INSTITUTE VIII PARTICIPANTS' RESPONSE RELATIVE TO HOW WELL THE INSTITUTE PRESENTED CERTAIN TOPICS

	Very Well		Moderately Well		Poorly	
Topic	5	4	3	2	1	Mean Scale Value
A. Occupational orientation and guidance	5	20	6	0	1	3.9
B. Evaluation of programs	0	5	14	6	0	3.0
C. Short-term program planning	2	11	13	5	0	3.3
D. Program coordination	1	15	11	2	0	3.5
E. Change agent role	5	11	10	2	0	3.7
F. Needs of disadvantaged	4	13	6	5	0	3.2
G. Teaching disadvantaged	2	9	5	12	2	2.9
H. New approaches to teacher preparation	1	9	12	6	2	3.0
I. Identifying and adopting exemplary programs	11	12	7	0	2	3.9
J. Long range planning	5	14	9	2	0	3.7
K. Community involvement in planning	2	14	11	4	0	3.5
L. Conducting workshops	2	7	10	8	2	3.0
M. Forming action teams	3	7	14	6	2	3.1

TABLE 31

SUMMARY OF INSTITUTE IX PARTICIPANTS' RESPONSE RELATIVE TO HOW WELL THE INSTITUTE PRESENTED CERTAIN TOPICS

	Very Well		Moderately Well		Poorly	
Topic	5	4	3	2	1	Mean Scale Value
A. Occupational orientation and guidance	0	2	8	12	3	2.4
B. Evaluation of programs	1	9	13	7	1	3.1
C. Short-term program planning	1	8	12	10	0	3.0
D. Program coordination	1	8	10	6	1	3.1
E. Change agent role	6	8	6	7	0	3.5
F. Needs of disadvantaged	1	4	6	0	1	3.3
G. Teaching disadvantaged	0	4	4	1	4	2.6
H. New approaches to teacher preparation	2	1	8	1	2	3.0
I. Identifying and adopting exemplary programs	3	6	12	9	1	3.0
J. Long range planning	8	11	3	8	0	3.6
K. Community involvement in planning	2	14	6	0	1	3.7
L. Conducting workshops	1	6	7	3	3	3.0
M. Forming action teams	1	4	11	4	2	2.9

TABLE 32

SUMMARY OF INSTITUTE X PARTICIPANTS' RESPONSE RELATIVE TO HOW WELL THE INSTITUTE PRESENTED CERTAIN TOPICS

	Very Well		Moderately Well		Poorly	
Topic	5	4	3	2	1	Mean Scale Value
A. Occupational orientation and guidance	0	8	5	4	1	3.1
B. Evaluation of programs	3	11	7	4	2	3.5
C. Short-term program planning	2	11	10	2	1	3.4
D. Program coordination	0	11	12	1	1	3.3
E. Change agent role	1	6	8	3	2	3.1
F. Needs of disadvantaged	1	6	5	4	1	3.1
G. Teaching disadvantaged	0	4	3	7	1	2.7
H. New approaches to teacher preparation	2	1	8	1	2	3.0
I. Identifying and adopting exemplary programs	3	5	12	9	1	3.0
J. Long range planning	13	14	4	0	1	4.4
K. Community involvement in planning	7	14	8	1	1	3.8
L. Conducting workshops	1	3	6	5	1	2.9
M. Forming action teams	3	4	3	7	1	3.1

TABLE 33

SUMMARY OF MULTIPLE INSTITUTE PARTICIPANTS'
RESPONSE RELATIVE TO HOW WELL THE INSTITUTE
PRESENTED CERTAIN TOPICS

	Very Well		Moderately Well		Poorly	
Topic	5	4	3	2	1	Mean Scale Value
A. Occupational orientation and guidance	15	20	25	6	2	3.6
B. Evaluation of programs	6	19	31	8	2	4.0
C. Short-term program planning	5	22	26	9	2	3.3
D. Program coordination	14	28	21	6	2	3.7
E. Change agent role	11	27	17	8	3	3.6
F. Needs of disadvantaged	28	25	11	5	2	4.0
G. Teaching disadvantaged	12	17	19	13	3	3.8
H. New approaches to teacher preparation	10	20	19	13	4	3.3
I. Identifying and adopting exemplary programs	5	30	22	5	2	3.5
J. Long range planning	15	28	17	5	0	3.8
K. Community involvement	11	31	20	8	1	3.6
L. Conducting workshops	4	28	24	10	2	3.0
M. Forming action teams	4	27	25	12	2	3.3

TABLE 34

A COMPARISON OF THE SUMMARIES OF ALL
INSTITUTE PARTICIPANTS' RESPONSES RELATIVE
TO HOW WELL THE INSTITUTES PRESENTED CERTAIN TOPICS

	Institute Responses and Mean Scale Values									
Topic	I	II	III	IV	V	VI	VII	VIII	IX	X
	58	43	51	68	47	59	43	68	41	52
A.	3.1	2.7	3.3	3.9	3.5	3.2	2.9	3.9	2.4	3.1
B.	3.2	3.2	3.3	3.4	3.1	3.2	2.6	3.0	3.1	3.5
C.	3.5	3.0	3.1	3.3	3.2	3.2	2.7	3.3	3.0	3.4
D.	3.4	3.2	3.6	3.4	4.0	3.4	3.1	3.5	3.1	3.3
E.	3.2	3.3	3.1	3.6	3.4	3.4	3.4	3.7	3.5	3.1
F.	3.5	4.3	3.1	4.1	3.9	4.9	4.5	3.2	3.3	3.1
G.	3.0	3.8	2.4	3.1	3.3	3.9	3.7	2.9	2.6	2.7
H.	2.9	3.7	2.9	3.1	2.8	3.7	3.3	3.0	3.0	3.0
I.	3.4	3.0	3.4	3.4	3.7	3.6	3.2	3.9	3.0	3.0
J.	3.7	2.9	3.2	3.6	3.6	3.9	2.8	3.7	3.6	4.4
K.	3.8	3.9	4.1	3.7	4.0	3.3	3.7	3.5	3.7	3.8
L.	2.9	3.2	3.2	3.4	3.2	3.3	3.5	3.0	3.0	2.9
M.	3.1	3.3	3.0	3.3	3.0	3.3	2.8	3.1	2.9	3.1

THE TWO TOPICS ABOUT WHICH THE PARTICIPANTS FELT THEY LEARNED MOST

(QUESTION 6)

Tables 35 through 45 contain the responses of single institute participants by institute attended and the responses of the multiple institute participants as to which two topics they learned most about. The correlation between topics learned most about and objectives for those specific institutes, as reported on page 100 was favorable.

TABLE 35

SUMMARY OF INSTITUTE I PARTICIPANTS' RESPONSES INDICATING THE TWO TOPICS ABOUT WHICH THE MOST WAS LEARNED

(SINGLE INSTITUTE PARTICIPANTS)

TOPIC	RESPONSES	
	NUMBER	PERCENT
A. Occupational orientation and guidance	5	19
B. Evaluation of programs	3	11
C. Short term program planning	3	11
D. Program coordination	2	7
E. Change agent role	7	26
F. Needs of the disadvantaged	6	22
G. Teaching disadvantaged	1	4
H. New approaches to teacher preparation	0	0
I. Identifying and adopting exemplary programs	7	26
J. Long range planning	1	4
K. Community involvement in planning	7	26
L. Conducting workshops	2	7
M. Forming action teams	2	7

N = 27

TABLE 36

SUMMARY OF INSTITUTE II PARTICIPANTS' RESPONSES INDICATING THE TWO TOPICS ABOUT WHICH THE MOST WAS LEARNED

(SINGLE INSTITUTE PARTICIPANTS)

TOPIC	RESPONSES	
	NUMBER	PERCENT
A. Occupational orientation and guidance	1	3
B. Evaluation of programs	3	10
C. Short term program planning	0	0
D. Program coordination	2	7
E. Change agent role	3	10
F. Needs of the disadvantaged	15	50
G. Teaching disadvantaged	9	30
H. New approaches to teacher preparation	6	20
I. Identifying and adopting exemplary programs	0	0
J. Long range planning	0	0
K. Community involvement in planning	5	17
L. Conducting workshops	1	3
M. Forming action teams	1	3

N = 30

TABLE 37

SUMMARY OF INSTITUTE III PARTICIPANTS' RESPONSES INDICATING THE TOPICS ABOUT WHICH THE MOST WAS LEARNED

(SINGLE INSTITUTE PARTICIPANTS)

TOPIC	RESPONSES	
	NUMBER	PERCENT
A. Occupational orientation and guidance	2	8
B. Evaluation of programs	2	8
C. Short term program planning	2	8
D. Program coordination	9	37
E. Change agent role	1	4
F. Needs of the disadvantaged	4	17
G. Teaching disadvantaged	2	8
H. New approaches to teacher preparation	0	0
I. Identifying and adopting exemplary programs	4	17
J. Long range planning	5	21
K. Community involvement in planning	10	42
L. Conducting workshops	1	4
M. Forming action teams	0	0

N = 24

TABLE 38

SUMMARY OF INSTITUTE IV PARTICIPANTS' RESPONSES INDICATING THE TOPICS ABOUT WHICH THE MOST WAS LEARNED

(SINGLE INSTITUTE PARTICIPANTS)

TOPIC	RESPONSES	
	NUMBER	PERCENT
A. Occupational orientation and guidance	15	34
B. Evaluation of programs	3	7
C. Short term program planning	2	5
D. Program coordination	4	9
E. Change agent role	8	18
F. Needs of the disadvantaged	14	32
G. Teaching disadvantaged	4	9
H. New approaches to teacher preparation	3	7
I. Identifying and adopting exemplary programs	3	7
J. Long range planning	3	7
K. Community involvement in planning	5	11
L. Conducting workshops	1	2
M. Forming action teams	2	5

N = 44

TABLE 39

SUMMARY OF INSTITUTE V PARTICIPANTS' RESPONSES INDICATING THE TOPICS ABOUT WHICH THE MOST WAS LEARNED

(SINGLE INSTITUTE PARTICIPANTS)

TOPIC	RESPONSES	
	NUMBER	PERCENT
A. Occupational orientation and guidance	5	18
B. Evaluation of programs	0	0
C. Short term program	1	4
D. Program coordination	8	30
E. Change agent role	7	26
F. Needs of the disadvantaged	8	30
G. Teaching disadvantaged	4	15
H. New approaches to teacher preparation	1	4
I. Identifying and adopting exemplary programs	8	30
J. Long range planning	1	4
K. Community involvement in planning	10	37
L. Conducting workshops	1	4
M. Forming action teams	0	0

N = 27

TABLE 40

SUMMARY OF INSTITUTE VI PARTICIPANTS' RESPONSES INDICATING THE TOPICS ABOUT WHICH THE MOST WAS LEARNED

(SINGLE INSTITUTE PARTICIPANTS)

TOPIC	RESPONSES	
	NUMBER	PERCENT
A. Occupational orientation and guidance	3	7
B. Evaluation of programs	6	15
C. Short term program planning	0	0
D. Program coordination	5	12
E. Change agent role	4	10
F. Needs of the disadvantaged	13	32
G. Teaching disadvantaged	9	22
H. New approaches to teacher preparation	16	39
I. Identifying and adopting exemplary programs	6	15
J. Long range planning	3	7
K. Community involvement in planning	3	7
L. Conducting workshops	1	2
M. Forming action teams	2	5

N = 41

TABLE 41

SUMMARY OF INSTITUTE VII PARTICIPANTS' RESPONSES INDICATING THE TOPICS ABOUT WHICH THE MOST WAS LEARNED

(SINGLE INSTITUTE PARTICIPANTS)

TOPIC	RESPONSES	
	NUMBER	PERCENT
A. Occupational orientation and guidance	0	0
B. Evaluation of programs	0	0
C. Short term program planning	1	4
D. Program coordination	1	4
E. Change agent role	4	15
F. Needs of the disadvantaged	14	54
G. Teaching disadvantaged	12	46
H. New approaches to teacher preparation	6	23
I. Identifying and adopting exemplary programs	3	12
J. Long range planning	1	4
K. Community involvement in planning	2	8
L. Conducting workshops	0	0
M. Forming action teams	1	4

N = 26

TABLE 42

SUMMARY OF INSTITUTE VIII PARTICIPANTS' RESPONSES INDICATING THE TOPICS ABOUT WHICH THE MOST WAS LEARNED

(SINGLE INSTITUTE PARTICIPANTS)

TOPIC	RESPONSES	
	NUMBER	PERCENT
A. Occupational orientation and guidance	12	39
B. Evaluation of programs	0	0
C. Short term program planning	2	6
D. Program coordination	2	6
E. Change agent role	5	16
F. Needs of the disadvantaged	3	10
G. Teaching disadvantaged	2	6
H. New approaches to teacher preparation	1	3
I. Identifying and adopting exemplary programs	14	45
J. Long range planning	4	13
K. Community involvement in planning	3	10
L. Conducting workshops	2	6
M. Forming action teams	2	6

N = 31

TABLE 43

SUMMARY OF INSTITUTE IX PARTICIPANTS' RESPONSES
INDICATING THE TOPICS ABOUT WHICH THE MOST WAS LEARNED

(SINGLE INSTITUTE PARTICIPANTS)

TOPIC	RESPONSES	
	NUMBER	PERCENT
A. Occupational orientation and guidance	0	0
B. Evaluation of programs	7	30
C. Short term program planning	3	13
D. Program coordination	2	9
E. Change agent role	10	43
F. Needs of the disadvantaged	1	4
G. Teaching disadvantaged	0	0
H. New approaches to teacher preparation	0	0
I. Identifying and adopting exemplary programs	0	0
J. Long range planning	13	57
K. Community involvement in planning	3	13
L. Conducting workshops	1	4
M. Forming action teams	0	0

N = 23

TABLE 44

SUMMARY OF INSTITUTE X PARTICIPANTS' RESPONSES INDICATING THE TOPICS ABOUT WHICH THE MOST WAS LEARNED

(SINGLE INSTITUTE PARTICIPANTS)

TOPIC	RESPONSES	
	NUMBER	PERCENT
A. Occupational orientation and guidance	1	3
B. Evaluation of programs	3	9
C. Short term program planning	10	30
D. Program coordination	2	6
E. Change agent role	3	9
F. Needs of the disadvantaged	0	0
G. Teaching disadvantaged	1	3
H. New approaches to teacher preparation	1	3
I. Identifying and adopting exemplary programs	0	0
J. Long range planning	25	76
K. Community involvement in planning	13	39
L. Conducting workshops	0	0
M. Forming action teams	0	0

N = 33

TABLE 45

SUMMARY OF ALL SINGLE INSTITUTE RESPONSES INDICATING THE TOPICS ABOUT WHICH THE MOST WAS LEARNED

TOPIC	RESPONSES	
	NUMBER	PERCENT
A. Occupational orientation and guidance	44	14
B. Evaluation of programs	27	9
C. Short term program planning	24	8
D. Program coordination	37	12
E. Change agent role	52	17
F. Needs of the disadvantaged	78	21
G. Teaching disadvantaged	54	18
H. New approaches to teacher preparation	34	10
I. Identifying and adopting exemplary programs	45	15
J. Long range planning	56	18
K. Community involvement in planning	61	20
L. Conducting workshops	10	3
M. Forming action teams	10	3

N = 306

TABLE 46

SUMMARY OF MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING THE TOPICS ABOUT WHICH THE MOST WAS LEARNED FROM ALL INSTITUTES ATTENDED

TOPIC	RESPONSES	
	NUMBER	PERCENT
A. Occupational orientation and guidance	19	27
B. Evaluation of programs	3	4
C. Short term program planning	4	6
D. Program coordination	13	19
E. Change agent role	10	14
F. Needs of the disadvantaged	19	27
G. Teaching disadvantaged	12	17
H. New approaches to teacher preparation	11	16
I. Identifying and adopting exemplary programs	12	17
J. Long range planning	17	24
K. Community involvement in planning	15	21
L. Conducting workshops	1	1
M. Forming action teams	6	9

N = 70

PARTICIPANTS' REACTIONS TO SUPERIORS' REACTIONS AND THE EXTENT TO WHICH MATERIAL WAS SHARED WITH FELLOW WORKERS

(QUESTION 7)

Tables 47 through 49 include the scaled responses of single and multiple institute participants reactions to superiors' reactions and the extent to which material was shared with fellow workers. Highly favorable responses may be noted as reported in percentage form.

As indicated in Table 48 over 50 percent of the participants local superiors thought that the institute(s) had been a very worthy activity by rating them either a 4 or 5 on a 5 point scale. Only 16 percent classified them as a low value activity. There appeared to be no differences in the response of the multiple participants superiors when compared to the single participants superior's response.

TABLE 47

SUMMARY OF SINGLE AND MULTIPLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING LOCAL SUPERIORS REACTION TO ANY GAINS OR CHANGES THAT COULD BE DIRECTLY OR INDIRECTLY ATTRIBUTED TO PARTICIPANT'S INSTITUTE ATTENDANCE

SCALE		INSTITUTE I	II	III	IV	V	VI	VII	VIII	IX	X	Participant's Total Single	Multiple
High	No.	3	5	2	5	2	2	2	2	1	3	26	11
5	%	11	18	9	12	6	5	4	7	5	10	9%	16%
	No.	8	5	4	8	4	12	7	12	8	5	73	21
4	%	30	18	17	20	15	30	28	40	38	17	25%	32%
	No.	5	7	9	10	8	11	6	8	5	11	80	20
3	%	19	25	39	24	30	28	24	27	24	37	27%	30%
	No.	4	4	5	7	8	9	4	8	3	7	59	6
2	%	15	15	22	17	30	23	16	27	14	23	20%	9%
Low	No.	7	7	3	11	5	6	7	0	4	4	54	9
1	%	26	25	13	27	19	15	28	0	19	13	19%	13%
Total		27	28	23	41	27	40	25	30	21	30	292	67

TABLE 48

SUMMARY OF SINGLE AND MULTIPLE INSTITUTE PARTICIPANTS' LOCAL SUPERIORS RESPONSES INDICATING WHETHER PARTICIPANT'S PARTICIPATION IN THE INSTITUTE HAD BEEN A WORTHY ACTIVITY

SCALE		INSTITUTE										Participant's Total	
		I	II	III	IV	V	VI	VII	VIII	IX	X	Single	Multiple
High 5	No.	6	8	3	10	4	6	3	9	3	5	57	15
	%	23	29	14	25	15	15	12	30	13	16	20%	23%
4	No.	9	9	9	12	12	17	11	1[illegible]	8	11	113	31
	%	11	32	41	30	44	44	46	50	35	34	39%	47%
3	No.	5	5	6	8	9	14	3	6	7	10	73	10
	%	19	18	27	20	33	36	12	20	30	31	25%	15%
2	No.	4	3	2	7	1	2	4	0	3	4	30	8
	%	15	11	9	18	4	5	17	0	13	13	10%	12%
Low 1	No.	2	3	2	3	1	0	3	0	2	2	18	2
	%	8	11	9	7	4	0	12	0	9	6	6%	3%
Total		26	28	22	40	27	39	24	30	23	32	291	66

TABLE 49

SUMMARY OF SINGLE AND MULTIPLE INSTITUTE PARTICIPANT'S RESPONSES INDICATING TO WHAT EXTENT HE HAS SHARED IDEAS, CONCEPTS, AND MATERIALS PROVIDED BY THE INSTITUTE WITH FELLOW WORKERS

		INSTITUTE										Participant's Total	
SCALE		I	II	III	IV	V	VI	VII	VIII	IX	X	Single	Multiple
High	No.	5	8	3	10	5	12	7	6	2	7	65	16
5	%	18	29	14	24	18	31	29	21	9	23	22%	23%
	No.	8	11	9	18	13	12	11	15	10	8	115	32
4	%	29	39	40	43	48	31	46	52	45	26	39%	46%
	No.	9	8	8	10	6	12	5	6	9	10	83	16
3	%	32	29	36	24	22	31	21	21	41	32	28%	23%
	No.	4	1	1	2	0	3	1	2	1	5	20	2
2	%	14	3	5	5	0	7	4	6	5	16	8%	3%
Low	No.	2	0	1	2	3	0	0	0	0	1	9	3
1	%	7	0	5	5	12	0	0	0	0	3	3%	5%
Total		28	28	22	42	27	39	24	29	22	31	292	69

PARTICIPANTS' RATING OF RESOURCE MATERIALS UTILIZED AT THE INSTITUTE(S) THEY ATTENDED

(QUESTION 8)

Data in Tables 50 through 53 illustrate single and multiple institute participants' reactions to (A) consultants used, (B) resource materials developed, (C) knowledge gained from other participants, and (D) handout materials. The reactions of respondents on a five point scale show favorable responses to all four categories.

TABLE 50

SUMMARY OF SINGLE AND MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES RATING THE CONSULTANTS USED AT THE INSTITUTE ATTENDED

		INSTITUTE										Participant's Total	
SCALE		I	II	III	IV	V	VI	VII	VIII	IX	X	Single	Multiple
High	No.	5	7	8	15	10	17	8	5	5	7	87	16
5	%	18	25	33	36	37	41	31	16	21	23	29%	24%
	No.	10	3	8	20	11	15	11	20	15	14	127	37
4	%	37	11	33	48	41	37	42	64	62	45	42%	54%
	No.	9	11	3	4	6	8	5	6	4	7	63	8
3	%	33	39	12	9	22	19	19	20	17	23	21%	12%
	No.	3	5	2	3	0	1	2	0	0	3	19	6
2	%	12	18	10	7	0	3	8	0	0	7	6%	9%
Low	No.	0	2	3	0	0	0	0	0	0	0	5	1
1	%	0	7	12	0	0	0	0	0	0	0	2%	1%
Total		27	28	24	42	27	41	26	31	24	31	301	68

TABLE 51

SUMMARY OF SINGLE AND MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES RATING THE RESOURCE MATERIAL DEVELOPED AT THE INSTITUTE ATTENDED

		INSTITUTE										Participant's Total	
SCALE		I	II	III	IV	V	VI	VII	VIII	IX	X	Single	Multiple
High 5	No.	0	5	1	6	5	7	1	1	0	3	29	3
	%	0	18	4	15	19	17	4	4	0	10	10%	4%
4	No.	12	10	9	12	10	12	9	11	7	8	100	31
	%	44	36	37	30	38	30	36	35	32	27	34%	46%
3	No.	9	10	5	16	7	8	7	15	11	16	104	27
	%	33	36	21	40	27	20	28	48	50	53	36%	40%
2	No.	6	2	6	5	2	11	8	4	4	3	51	4
	%	23	7	25	12	8	27	22	13	18	10	17%	6%
Low 1	No.	0	1	3	1	2	2	0	0	0	0	9	3
	%	0	3	13	3	8	6	0	0	0	0	4%	4%
Total		27	28	24	40	26	40	25	31	22	30	293	68

TABLE 52

SUMMARY OF SINGLE AND MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES RATING THE KNOWLEDGE GAINED FROM OTHER PARTICIPANTS (ITEMS AND CONCEPTS) WHILE AT THE INSTITUTE ATTENDED

SCALE		INSTITUTE I	II	III	IV	V	VI	VII	VIII	IX	X	Participant's Total Single	Participant's Total Multiple
High	No.	13	9	9	22	11	14	14	11	5	8	116	29
5	%	48	32	37	52	41	34	58	37	22	26	39%	42%
4	No.	9	15	13	10	13	17	6	13	10	16	122	33
	%	33	54	54	24	48	41	25	43	43	52	41%	47%
3	No.	3	4	2	9	2	9	3	6	7	7	52	7
	%	11	14	9	21	7	22	13	20	30	22	18%	10%
2	No.	2	0	0		0	1	0	0	1	0	5	1
	%	8	0	0	3	0	3	0	0	5	0	1.5%	1%
Low	No.	0	0	0	0	1	0	1	0	0	0	2	0
1	%	0	0	0	0	4	0	4	0	0	0	1%	0%
Total		27	28	24	42	27	41	24	30	23	31	297	70

TABLE 53

SUMMARY OF SINGLE AND MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES RATING THE HANDOUT MATERIAL RECEIVED DURING THE INSTITUTE ATTENDED

SCALE		I	II	III	IV	V	VI	VII	VIII	IX	X	Participant's Total Single	Participant's Total Multiple
High	No.	2	6	2	9	3	10	5	2	2	4	45	11
5	%	7	22	9	21	12	25	21	7	9	14	16%	17%
	No.	10	13	8	17	10	6	6	13	5	13	101	27
4	%	37	48	36	40	40	15	25	43	22	46	35%	41%
	No.	11	5	9	13	9	15	9	13	13	8	105	24
3	%	41	19	9	31	36	38	38	43	57	29	36%	36%
	No.	4	1	2	2	3	9	4	2	3	3	33	2
2	%	15	4	9	5	12	22	16	7	12	11	11%	3%
Low	No.	0	2	1	1	0	0	0	0	0	0	4	2
1	%	0	7	7	3	0	0	0	0	0	0	2%	3%
Total		27	27	22	42	25	40	24	30	23	28	288	66

PARTICIPANTS' RATINGS CONCERNING FEELINGS ABOUT THE CURRENT DEVELOPMENT OF CERTAIN AREAS OR TOPICS IN THE PARTICIPANTS' RESPECTIVE COMMUNITY AND THE EXTENT TO WHICH THE PARTICIPANT FELT THE INSTITUTE(S) HAD HAD AN IMPACT ON THAT AREA OR TOPIC

Tables 54 through 81 include the single and multiple institute participants' responses to (A) feelings about the development of certain areas or topics in the participants' respective community and (B) the extent to which the participant felt the institute had had an impact on that area or topic in his respective community.

In all instances a much higher number of participants indicated that the local program status to be high (4 or 5) and a subsequent rating of (4 or 5) for institute impact indicating that the institutes did have an impact upon local programs. This observation may best be observed in the summary tables 78, 79, 80, and 81.

When the participant's responses for local program status were observed without regard to impact, 37 percent of the participant responses were found to be in the (4 and 5) category on a 5 point scale as compared to 29 percent in the (1 and 2) category. A test of significance indicated no significant difference existed at the .01 or .05 levels.

However, when these same responses were controlled by institute impact the result was 22 percent of all responses were rated in the (4 and5) category and 3.4 percent were in the (1 and2) category. A test of significance indicated that a significant difference existed at the .01 level of confidence.

Likewise, an observation of the impact ratings revealed a similar set of findings. There was no significant difference among the ratings indicating an even distribution of ratings. However, when controlled by status of local programs the findings were 22 percent in the (4 and 5) category and 5.4 percent in the (1 and 2) category. This difference was significant at the .01 level which indicated that when the participants indicated a higher status they also indicated a higher impact of the institutes was involved.

These data illustrate that the institutes had a definite impact upon the local programs within those cities from which the participants were selected.

TABLE 54

SINGLE INSTITUTE PARTICIPANTS' RESPONSES INCLUDING FEELINGS ABOUT COMMUNITY INVOLVEMENT IN OCCUPATIONAL PROGRAM PLANNING AND INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 1	Total
High 5	7	7	1	1	0	16
4	13	39	30	8	0	90
3	7	21	46	22	3	99
2	4	9	20	18	3	54
Low 1	2	1	9	11	10	33
Total	33	77	106	60	16	292

TABLE 55

MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT COMMUNITY INVOLVEMENT IN OCCUPATIONAL PROGRAMS AND INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 1	Total
High 5	3	3	0	1	0	7
4	2	9	8	4	0	23
3	2	5	7	3	2	19
2	1	1	6	3	2	13
Low 1	0	0	1	1	3	5
Total	8	18	22	12	7	67

TABLE 56

SINGLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT COORDINATION OF OCCUPATIONAL EDUCATION PROGRAMS AMONG AGENCIES AND INSTITUTE IMPACT

Institute Impact	PROGRAM STATUS High 5	4	3	2	Low 1	Total
High 5	7	4	0	0	0	11
4	12	37	26	12	1	88
3	2	29	53	17	2	103
2	2	7	16	31	6	62
Low 1	1	4	12	5	6	28
Total	24	82	107	65	15	292

TABLE 57

MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT COORDINATION OF OCCUPATIONAL EDUCATION PROGRAMS AMONG AGENCIES AND INSTITUTE IMPACT

Institute Impact	PROGRAM STATUS High 5	4	3	2	Low 1	Total
High 5	1	2	0	0	0	3
4	1	10	3	3	0	17
3	0	4	12	3	0	19
2	2	3	6	5	1	17
Low 1	0	0	3	1	7	11
Total	4	19	24	12	8	67

TABLE 58

SINGLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT EFFECTIVENESS OF LOCAL CAREER-ORIENTED COUNSELING AND INSTITUTE IMPACT

Institute Impact	PROGRAM STATUS High 5	4	3	2	Low 1	Total
High 5	1	7	2	5	2	17
4	2	26	19	9	2	58
3	1	18	49	36	3	107
2	1	7	23	35	7	73
Low 1	2	4	7	10	11	34
Total	7	62	100	95	25	289

TABLE 59

MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT EFFECTIVENESS OF LOCAL CAREER-ORIENTED COUNSELING AND INSTITUTE IMPACT

Institute Impact	PROGRAM STATUS High 5	4	3	2	Low 1	Total
High 5	2	1	1	0	0	4
4	1	3	0	1	0	5
3	1	5	11	4	0	21
2	1	5	10	8	2	26
Low 1	0	1	2	1	5	9
Total	5	15	24	14	7	65

TABLE 60

SINGLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT VALUE OF LOCAL PROGRAMS FOR THE DISADVANTAGED AND INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 1	Total
High 5	11	7	2	3	0	23
4	14	45	29	9	0	97
3	5	21	38	11	1	76
2	2	8	26	12	2	50
Low 1	5	4	10	17	2	38
Total	37	85	105	52	5	284

TABLE 61

MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT VALUE OF LOCAL PROGRAMS FOR THE DISADVANTAGED AND INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 1	Total
High 5	2	0	2	0	0	4
4	3	18	7	2	0	30
3	1	3	7	0	0	11
2	1	1	5	5	4	16
Low 1	0	0	1	1	2	4
Total	7	22	22	8	6	65

TABLE 62

SINGLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT TEACHER PREPARATION FOR WORKING WITH DISADVANTAGED AND INSTITUTE IMPACT

Institute Impact	PROGRAM STATUS High 5	4	3	2	Low 1	Total
High 5	3	4	3	1	1	12
4	1	25	30	14	1	71
3	1	12	43	26	5	87
2	0	5	19	38	12	74
Low 1	4	0	11	11	9	35
Total	9	46	106	90	28	279

TABLE 63

MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT TEACHER PREPARATION FOR WORKING WITH DISADVANTAGED AND INSTITUTE IMPACT

Institute Impact	PROGRAM STATUS High 5	4	3	2	Low 1	Total
High 5	1	0	0	0	0	1
4	1	6	1	0	0	8
3	0	6	8	4	0	18
2	1	4	5	9	2	21
Low 1	0	1	4	5	9	19
Total	3	17	18	18	11	67

TABLE 64

SINGLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT HOW MUCH THE DISADVANTAGED ARE INVOLVED IN PROGRAM PLANNING AND DEVELOPMENT AND INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 11	Total
High 5	2	6	2	2	1	13
4	6	14	26	10	2	58
3	1	11	5	21	2	90
2	0	7	18	45	6	76
Low 1	0	2	10	17	21	50
Total	9	40	111	95	32	287

TABLE 65

MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT HOW MUCH THE DISADVANTAGED ARE INVOLVED IN PROGRAM PLANNING AND DEVELOPMENT AND INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 1	Total
High 5	0	1	0	0	0	1
4	0	5	3	0	0	8
3	0	7	10	1	0	18
2	0	1	7	8	3	19
Low 1	1	3	3	2	6	15
Total	1	17	23	11	9	61

TABLE 66

SINGLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT QUALITY OF LOCAL SYSTEM FOR IDENTIFYING PROGRAM NEEDS AND INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 1	Total
High 5	5	8	2	1	0	16
4	8	39	24	8	0	79
3	2	18	50	25	3	98
2	0	14	23	30	5	72
Low 1	3	1	6	8	9	27
Total	18	80	105	72	17	292

TABLE 67

MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT QUALITY OF LOCAL SYSTEM FOR IDENTIFYING PROGRAM NEEDS AND INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 1	Total
High 5	0	0	0	0	0	0
4	5	10	1	0	0	16
3	1	6	16	4	1	28
2	1	3	6	2	2	14
Low 1	0	0	1	0	2	3
Total	7	19	24	6	5	61

TABLE 68

SINGLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT EMPHASIS ON LOCAL PROGRAM FLEXIBILITY AND INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 1	Total
High 5	11	8	2	1	1	23
4	18	48	17	9	0	92
3	10	31	38	11	3	93
2	3	15	18	17	1	54
Low 1	4	5	7	6	3	25
Total	46	107	82	44	8	287

TABLE 69

MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT EMPHASIS ON LOCAL PROGRAM FLEXIBILITY AND INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 1	Total
High 5	4	0	2	0	0	6
4	5	11	8	3	1	28
3	1	5	8	1	0	15
2	1	0	4	4	0	9
Low 1	0	0	1	1	3	5
Total	11	16	23	9	4	63

TABLE 70

SINGLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT LOCAL EFFORTS TO ELIMINATE UNNECESSARY PROGRAM DUPLICATION AND INSTITUTE IMPACT

Institute Impact	PROGRAM STATUS High 5	4	3	2	Low 1	Total
High						
5	10	7	0	0	0	17
4	6	47	11	2	0	66
3	5	32	46	27	1	111
2	3	9	20	21	5	58
Low						
1	5	2	12	11	9	39
Total	29	97	89	61	15	291

TABLE 71

MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT LOCAL EFFORTS TO ELIMINATE UNNECESSARY PROGRAM DUPLICATION AND INSTITUTE IMPACT

Institute Impact	PROGRAM STATUS High 5	4	3	2	Low 1	Total
High						
5	4	1	1	1	0	7
4	1	10	4	2	0	17
3	0	4	7	1	1	13
2	0	0	7	7	1	15
Low						
1	0	1	1	2	4	8
Total	5	16	20	13	6	60

TABLE 72

SINGLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT AMOUNT OF CHANGES IN PROFESSIONAL PERSONNEL PREPARATION IN VOCATIONAL EDUCATION AND INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 1	Total
High 5	14	3	2	0	0	19
4	6	41	19	7	0	73
3	1	24	42	25	1	93
2	0	6	16	24	3	49
Low 1	2	3	6	9	24	44
Total	23	77	85	65	28	278

TABLE 73

MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT AMOUNT OF CHANGES IN PROFESSIONAL PERSONNEL PREPARATION IN VOCATIONAL EDUCATION AND INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 1	Total
High 5	1	2	0	0	0	3
4	2	8	1	0	0	11
3	0	6	9	2	0	17
2	1	1	5	11	0	18
Low 1	0	0	3	0	11	14
Total	4	17	18	13	11	63

TABLE 74

SINGLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT THEIR INFLUENCE IN OCCUPATIONAL EDUCATION AND INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 1	Total
High 5	29	7	1	0	0	37
4	19	54	13	2	1	89
3	7	40	41	10	2	100
2	4	11	13	15	1	44
Low 1	3	4	1	4	5	17
Total	62	116	69	31	9	287

TABLE 75

MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT THEIR INFLUENCE IN OCCUPATIONAL EDUCATION AND INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 1	Total
High 5	6	4	1	0	0	11
4	2	18	7	0	0	27
3	0	5	6	2	1	14
2	1	1	2	4	0	8
Low 1	0	0	0	0	2	2
Total	9	28	16	6	3	62

TABLE 76

SINGLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT AMOUNT OF EFFORT MADE TO REALLOCATE AVAILABLE RESOURCES FOR CAREER CENTERED AND INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 1	Total
High 5	14	2	1	1	0	18
4	11	42	12	6	2	73
3	7	25	39	16	0	87
2	2	4	26	31	4	67
Low 1	3	5	12	5	8	33
Total	37	78	90	59	14	278

TABLE 77

MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING FEELINGS ABOUT AMOUNT OF EFFORT MADE TO REALLOCATE AVAILABLE RESOURCES FOR CAREER CENTERED PROGRAMS AND INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 1	Total
High 5	4	2	1	1	0	8
4	1	14	7	0	0	22
3	0	6	13	2	0	21
2	0	0	4	2	1	7
Low 1	0	1	2	1	5	9
Total	5	23	27	6	6	67

TABLE 78

SUMMARY OF SINGLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING TOTAL LOCAL PROGRAM STATUS AND TOTAL INSTITUTE IMPACT

Institute Impact	PROGRAM STATUS High 5	4	3	2	Low 1	Total
High 5	113	70	18	15	5	221
4	116	457	256	96	9	934
3	49	283	540	247	26	1145
2	21	102	238	317	55	733
Low 1	34	35	103	114	117	403
Total	333	947	1155	789	212	3436

TABLE 79

SUMMARY OF MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES INDICATING TOTAL LOCAL PROGRAM STATUS AND TOTAL INSTITUTE IMPACT

Institute Impact	PROGRAM STATUS High 5	4	3	2	Low 1	Total
High 5	29	16	8	3	0	56
4	24	122	50	15	1	212
3	6	62	114	37	5	224
2	10	20	67	68	18	183
Low 1	1	7	22	15	59	104
Total	70	227	261	138	83	779

TABLE 80

SUMMARY OF ALL INSTITUTE PARTICIPANTS' RESPONSES INDICATING TOTAL LOCAL PROGRAM STATUS AND TOTAL INSTITUTE IMPACT

	PROGRAM STATUS					
Institute Impact	High 5	4	3	2	Low 1	Total
High 5	142	86	26	18	5	277
4	140	579	306	111	10	1146
3	55	345	654	284	31	1369
2	31	122	305	385	73	916
Low 1	35	42	125	129	176	507
Total	403	1174	1416	927	295	4215

TABLE 81

SUMMARY OF ALL INSTITUTE PARTICIPANTS' RESPONSES INDICATING TOTAL LOCAL PROGRAM STATUS AND TOTAL INSTITUTE IMPACT FOR SELECTED RATINGS

	PROGRAM STATUS	
Institute Impact	High 5 & 4	Low 2 & 1
High 5 & 4	947	144
Low 2 & 1	230	763

Significant at the .01 level

PARTICIPANTS' RESPONSES RELATIVE TO SPECIFIC STRATEGIES USED TO GET FEEDBACK ON THE TEN WESTERN METROPOLITAN INSTITUTES

(Additional Information Requested Question 1)

Tables 82 and 83 include the responses made by single and multiple institutes participants relative to specific strategies used to get feedback on the ten western metropolitan institutes. Both groups reported that the most popular strategies as (1) institute participants reporting to the staff and (2) the use of participants as resource people for inservice training of other occupational education personnel.

TABLE 82

SUMMARY OF MULTIPLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING THE SPECIFIC STRATEGIES USED TO GIVE THE LOCAL COMMUNITY FEEDBACK ABOUT THE INSTITUTES ATTENDED

Strategy Used	Number Responding	Percent of Total Instrument "A" Responses
A. Participants report to the staff	34	49%
B. Used participants as a planning team	27	39%
C. Used participants as consultants to city staff on problems covered by the institutes they attended	19	27%
D. Encouraged the participants to implement the plans which they development at the institutes	36	51%
E. Used participants as resource people for inservice training of other occupational education personnel	36	51%
F. Other	8	11%

N = 70

TABLE 83

SUMMARY OF SINGLE INSTITUTE PARTICIPANTS' RESPONSE INDICATING THE SPECIFIC STRATEGIES USED TO GIVE THE LOCAL COMMUNITY FEEDBACK ABOUT THE INSTITUTE ATTENDED

Strategy Used	Number Responding	Percent of Total Instrument "A" Responses
A. Participants report to the staff	142	46%
B. Used participants as a planning team	84	27%
C. Used participants as consultants to city staff on problems covered by institute attended	47	15%
D. Encouraged participants to implement the plans which they developed at the institute	126	41%
E. Used participants as resource people for inservice training of other occupational education personnel	108	35%
F. Other	9	3%

N = 306

PARTICIPANTS' DESCRIPTIONS OF NEW STRATEGIES AND/OR PROGRAMS THAT HAVE HAD AN IMPACT UPON YOUR COMMUNITY AS A RESULT OF INSTITUTE(S) PARTICIPATION

(Additional Information Requested - Question 2)

The participants were asked to respond to the statement "Please describe those new strategies and/or programs that have had an impact upon your community as a result of institute participation." The following are selected responses of single and multiple institute participants:

Single Institute Participants' Responses

Institute I responses

1. "Implementation of a career awareness program for 4,000 6th grade students."
2. "Implementation of new cooperative training programs in agriculture, distributive education, home economics, health occupations, office education and trade and industrial education, for a total of ten new projects."
3. "Helped design a new vocational horticulture course for disadvantaged students in urban areas."

Institute II responses

1. "Statewide project was implemented involving 30 teachers working with a variety of projects at the secondary and post-secondary level. All projects involved disadvantaged students plus an orientation of teachers working with students."
2. "A state-wide workshop held as a follow-up to Institute No. 2 - this workshop involved Oklahoma City AMIDS Director. Most of the people evaluated very highly."
3. "Pre-service and inservice teacher preparation through workshops, seminars, conferences and university."

Institute III responses

1. "There have been both regional and district planning meetings to follow-up on vocational programs such as Project Success. As a result Project Success is being extended to all of the high schools in Salt Lake City."
2. "Assisted in development of a more efficient administrative structure with less duplication and better communication."
3. "Elimination of duplication of programs and more effective district coordination."
4. "None that I can recall."

Institute IV responses

1. "We began a career oriented education program K-12 as a pilot project for our schools. Three of us who had been to the institutes participated in these planning workshops and in the project."

2. "Development of a 9th grade 'Vocations and Occupations Career Development Program'."

3. "In present position am able to do more to get disadvantaged into program and keep them there as a result of my participation in the institute."

Institute V responses

1. "As a result of my participation in the institute, we are reorganizing our student employment program."

2. "We are now coordinating four different agencies in in state wide planning and operation of programs for the disadvantaged."

3. "Provided enough interest at the administrative level that we are developing a center for vocational education here."

4. "Implementation of D.O. and addition of a direction of office education to the staff."

Institute VI responses

1. "Career workshop was held for all county school administrators. This had a great influence on their concept and attitudes in regards to career education."

2. "Implementation of the junior high school cooperative work experience program (C.W.E.) in 4 inner-city junior high schools."

3. "A vehicle was initiated whereby the State Department of Vocational Education, the teacher training institutions, and the post-secondary vocational institutions are now working together on vocational teacher training needs."

4. "Adult education program to be implemented fall, 1971, to teach consumer education to the disadvantaged."

Institute VII responses

1. "I gained from the institute a part of a conceptual field that reflects itself in comments and plans made for the T.T.T., EOUTCK, and experimental programs I am involved in."

2. "Institute information was usedful in developing the strategy and materials for implementation of career education programs, K-12."

3. "Boy's World Ranch program has just been recently funded and will get underway next month."

4. "Additional time is given in our teacher education program in helping prospective teachers understand problems of the less-advantaged. Early experience programs in communities and schools are becoming a reality in our teacher preparation programs."

Institute VIII responses

1. "Knowledge gained have had an impact on the development of vocational education for the handicapped programs and in developing environmental technology programs in Texas."

2. "We started a disadvantaged project emphasizing the development of study skills and then branching out into vocations students wanted to study."

3. "Many ideas from institute were incorporated in developing two major projects (1) a K-8 nine school project and, (2) a K-12 local school project."

4. "Pilot project for a vocational education and vocational guidance resource center being planned for our junior high school."

Institute IX responses

1. "The Delphi technique has been used many times with subcommittee groups in getting evaluation items formulated. This technique was gained from the institute."

2. "The short and long range planning techniques that were developed by teams at Institute IX have been a real help in local planning."

Institute IX responses (continued)

3. "The procedures developed through Institute IX have been utilized in the state in developing long range plans in occupational education. More specifically, this agency is developing methods for projecting labor market needs and a more realistic state plan document. Techniques developed through the institute will be used for these activities."

4. "Used Delphi techniques to determine program concerns of vocational home economics teachers in Idaho. Served as a basis for inservice program."

Institute X responses

1. "The institute was helpful in instituting a state-wide system of secondary evaluation."

2. "Caused me as a member of state education agency to function somewhat more knowledgeably with various schools."

3. "A long-range and an annual planning procedure has been developed."

4. "As a member of our planning team, we have developed the annual and long range program plans. In fall of 71-72 we will be developing the PPBS for the vocational education programs."

Multiple Institute Participants' Responses

1. "Our long-range planning has been more effective, mainly due to those concepts learned at the institute."

2. "The following new programs have been put into operation either directly or indirectly, as a result of the institutes;
   A. Career awareness - grade 6 - will be expanded to K-12.
   B. Mobile units - 6th grade
   C. Cooperative home economics programs
   D. Setting up classes for educationally handicapped in vocational education."

3. "Program offerings in vocational education have been doubled in this school district since I attended the first institute in February, 1970. The institutes helped me to have the motivation and ability needed in this effort.

4. "Creation of position of employment and follow-up consultant on central office staff."

Multiple Institute participants' responses (continued)

5. "My present position is that of Coordinator of Management information systems for the State of Oklahoma. In this position, I am able to provide data to decision makers for program planning at the state level. The institutes helped me in that they provided direction for many of my research efforts into the world of the disadvantaged."

PARTICIPANTS' RESPONSES TO STATEMENTS PERTAINING TO INSTITUTE EFFECTS ON LOCAL PROGRAMS AND INSTITUTE PROCEDURES

(Additional Information Requested
Question 3)

Tables 84 through 92 include the single and multiple institute participants' responses to several statements pertaining to institute effects on local programs and institute procedures. Responses were generally favorable. It is apparent that the participants who attended more than one institute (multiple institute participants) generally responded much more favorably toward these several statements than did the single institute participants. In all cases, their percentage of response in the good to excellent category was higher.

TABLE 84

A SUMMARY OF SINGLE AND MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES RELATIVE TO PRE-INSTITUTE ORIENTATION AND PLANNING PROCEDURES BY PROJECT DIRECTORS

		INSTITUTE										Participants' Total	
SCALE		I	II	III	IV	V	VI	VII	VIII	IX	X	Single	Multiple
Good	No.	8	16	3	13	10	16	6	11	11	10	104	35
Excellent	%	30	53	12	30	38	39	22	35	49	30	34	58
Fair	No.	8	8	8	6	1	6	2	5	2	6	52	12
Adequate	%	30	27	34	14	4	15	8	16	9	18	17	17
Poor	No.	3	0	6	2	3	3	2	4	3	3	29	8
Little	%	10	0	25	4	11	7	8	13	13	9	9	11
	No.	8	6	7	23	13	16	16	11	7	14	121	15
No Response	%	30	20	29	52	47	39	62	36	29	43	40	22
Total		27	30	24	44	27	41	26	31	23	33	306	70

TABLE 85

SUMMARY OF SINGLE AND MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES RELATIVE TO EFFORTS USED TO ORGANIZE CITY TEAM APPROACH TO PARTICIPATION

		INSTITUTE										Participants' Total	
SCALE		I	II	III	IV	V	VI	VII	VIII	IX	X	Single	Multiple
Good	No.	7	14	4	6	4	5	4	11	7	5	67	28
Excellent	%	26	46	16	14	15	12	15	35	29	15	22	40
Fair	No.	2	3	6	6	3	4	5	3	4	1	37	8
Adequate	%	7	10	25	14	11	10	19	10	18	3	12	11
Poor	No.	3	3	2	2	0	2	1	4	1	3	21	7
Little	%	11	10	8	4	0	5	4	13	4	9	7	10
	No.	15	10	12	30	20	30	16	13	11	24	181	27
No Response	%	56	34	51	68	74	73	62	42	49	73	59	39
Total		27	30	24	44	27	41	26	31	23	33	306	70

TABLE 86

A SUMMARY OF SINGLE AND MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES RELATIVE TO PARTICIPANT NOMINATION

		INSTITUTE										Participants' Total	
SCALE	I	I	II	III	IV	V	VI	VII	VIII	IX	X	Single	Multiple
Good	No.	8	13	9	6	7	12	4	12	9	8	88	31
Excellent	%	30	43	38	14	26	29	15	39	39	24	29	44
Fair	No.	1	1	3	6	2	1	5	2	0	4	25	8
Adequate	%	2	3	12	14	7	2	19	6	0	12	8	11
Poor	No.	4	4	3	5	1	7	3	3	4	3	37	12
Little	%	15	13	12	11	4	18	11	10	18	9	12	17
	No.	14	12	9	27	17	21	14	14	10	18	156	19
No Response	%	53	41	38	61	63	51	55	45	43	55	51	29
Total		27	30	24	44	27	41	26	31	23	33	306	70

TABLE 87

A SUMMARY OF SINGLE AND MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES RELATIVE TO FOLLOW-UP PROCEDURES BY THE CITY TEAM AFTER THE INSTITUTES

		INSTITUTES										Participants' Total	
SCALE		I	II	III	IV	V	VI	VII	VIII	IX	X	Single	Multiple
Good	No.	6	8	6	6	6	4	5	8	5	5	59	22
Excellent	%	22	27	25	14	22	10	19	26	22	23	19	31
Fair	No.	5	5	6	5	2	6	3	6	6	3	47	12
Adequate	%	18	17	25	11	7	15	11	19	25	9	15	17
Poor	No.	2	3	0	3	0	2	1	4	1	4	20	9
Little	%	7	10	0	7	0	5	4	13	4	12	7	13
	No.	14	14	12	30	19	29	17	13	11	21	180	27
No Response	%	53	46	50	68	71	70	66	42	49	56	59	39
Total		27	30	24	44	27	41	26	31	23	33	306	70

TABLE 88

A SUMMARY OF SINGLE AND MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES RELATIVE TO ADEQUACY AND AVAILABILITY OF MATERIALS DEVELOPED AT INSTITUTES

		INSTITUTES										Participants' Total	
SCALE		I	II	III	IV	V	VI	VII	VIII	IX	X	Single	Multiple
Good	No.	8	13	4	16	10	17	3	12	9	13	105	37
Excellent	%	41	43	16	36	38	42	11	39	39	39	34	53
Fair	No.	4	5	7	5	2	5	9	7	4	4	52	7
Adequate	%	15	17	29	11	7	12	36	22	18	12	17	10
Poor	No.	4	4	5	4	3	4	3	4	1	4	36	13
Little	%	15	13	21	9	11	10	11	13	4	12	12	19
	No.	11	8	8	19	12	15	11	8	9	12	113	13
No Response	%	29	27	34	44	44	36	42	26	39	37	37	19
Total		27	30	24	44	27	41	26	31	23	33	306	70

TABLE 89

A SUMMARY OF SINGLE AND MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES RELATIVE TO IMPACT OF THE INSTITUTES ON YOUR PROGRAMS

		INSTITUTE										Participants' Total	
SCALE		I	II	III	IV	V	VI	VII	VIII	IX	X	Single	Multiple
Good	No.	12	14	10	12	12	11	11	14	10	8	114	45
Excellent	%	44	46	42	27	44	27	42	45	43	24	37	64
Fair	No.	4	4	5	6	1	8	3	4	0	3	38	4
Adequate	%	15	13	21	14	4	19	11	13	0	9	12	6
Poor	No.	3	5	2	5	3	5	1	4	4	7	39	5
Little	%	11	17	8	11	11	12	4	13	18	21	13	7
	No.	8	7	7	21	11	17	11	9	9	15	115	16
No Response	%	30	24	29	48	41	42	42	29	39	46	38	23
Total		27	30	24	44	27	41	26	31	23	33	306	70

TABLE 90

A SUMMARY OF SINGLE AND MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES RELATIVE TO PROGRAM PLANNING IN YOUR COMMUNITY AS A RESULT OF THE INSTITUTES

		INSTITUTES										Participants' Total	
SCALE		I	II	III	IV	V	VI	VII	VIII	IX	X	Single	Multiple
Good	No.	6	9	7	10	7	8	7	12	9	7	82	38
Excellent	%	22	30	29	23	26	19	27	39	39	21	27	54
Fair	No.	5	5	6	9	2	8	4	5	1	3	48	6
Adequate	%	18	17	25	20	7	19	15	16	4	9	16	9
Poor	No.	3	2	3	1	4	4	1	6	4	1	29	7
Little	%	11	7	12	2	15	10	4	19	18	3	9	10
	No.	13	14	8	24	14	21	14	8	9	22	147	19
No Response	%	49	46	34	55	52	52	54	26	39	67	48	27
Total		27	30	24	44	27	41	26	31	23	33	306	70

TABLE 91

A SUMMARY OF SINGLE AND MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES RELATIVE TO CURRICULUM DEVELOPMENT IN YOUR COMMUNITY AS A RESULT OF THE INSTITUTES

		INSTITUTE										Participants' Total	
SCALE		I	II	III	IV	V	VI	VII	VIII	IX	X	Single	Multiple
Good Excellent	No.	11	9	7	11	7	8	9	14	10	4	90	39
	%	41	30	29	25	26	19	35	45	43	12	29	56
Fair Adequate	No.	3	8	6	5	2	4	3	3	1	1	36	7
	%	11	27	25	11	7	10	11	10	4	3	12	10
Poor Little	No.	2	3	1	4	5	5	0	6	1	4	31	6
	%	7	10	4	9	19	12	0	19	4	12	10	9
No Response	No.	11	10	10	24	13	24	14	8	11	24	149	18
	%	41	33	42	55	48	59	54	24	49	73	49	25
Total		27	30	24	44	27	41	26	31	23	33	306	70

TABLE 92

A SUMMARY OF SINGLE AND MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES RELATIVE TO RESEARCH AND DEVELOPMENT PRIORITIES IDENTIFIED AS A RESULT OF THE INSTITUTES

		INSTITUTE										Participants' Total	
SCALE		I	II	III	IV	V	VI	VII	VIII	IX	X	Single	Multiple
Good	No.	5	6	4	10	5	6	7	8	10	4	65	34
Excellent	%	18	20	17	23	19	15	27	26	43	12	21	49
Fair	No.	5	4	4	6	3	6	4	6	2	2	42	4
Adequate	%	18	13	17	14	11	15	15	19	7	6	14	6
Poor	No.	4	2	2	1	3	3	0	3	3	5	26	5
Little	%	15	7	8	2	11	7	0	10	13	23	8	7
	No.	13	18	14	27	16	26	15	14	8	22	173	27
No Response	%	49	60	58	61	59	63	58	45	37	59	57	38
Total		27	30	24	44	27	41	26	31	23	33	306	70

Summary of Evaluation Obtained From Instrument A

From the response to Instrument A, (74%), it seems logical to conclude that the Western Multi-Institute Project was highly successful from the participants' point of view. Responses to those questions dealing with use of information, materials, ideas, models and strategies presented by the multi-institute project appear to indicate most of the participants (72% of the single institute participants and 86% of the multiple institute participants) felt they had or were planning to utilize the content of the institute(s) they had attended. In contrast, when a question dealt with the lack of use of the many different concepts presented at the institute(s) fewer people responded to them.

The Instrument A evaluation also permits one to conclude that the institutes had a definite impact upon the local programs and personnel within those cities from which the participants were selected. When treated statistically, the data displayed a highly significant difference in favor of a positive impact.

It was determined that the participants were also highly pleased with the consultants used and the programmed participants who shared ideas, programs and strategies.

Many participants responded to the request for a description of the new strategies and programs that have had an impact upon their community as a result of institute participation.

Director's Evaluation (Instrument B)

All but two of the city directors indicated that they felt that the institutes had had an effect on the programs within their respective cities. A high percentage of them reported that they (1) had participants report to the staff, (2) used participants as a planning team, (3) encouraged participants to implement plans developed at the institutes and (4) used participants as resource people for inservice training of other occupational education personnel.

Pre-Institute orientation and planning by the project directors ranged from poor to excellent with the mode being good. Those cities without the team approach appeared to rate this category lower and suggested that their participants should have been involved with the orientation meeting. Those cities using the team approach did have their participants involved during the orientation and felt that they did benefit greatly with better planning.

All directors who used the team approach for participants were very well pleased. Although some indicated that it was difficult to develop and maintain.

As for participant nomination, the directors were well pleased. Some indicated that it was difficult to get top level personnel to take the time to attend an institute.

About one-half of the directors indicated that they were critical of their own team efforts in not following-up as well as they should after the institutes were completed. The others rated this category as good.

Most of the directors were well pleased with the availability of materials developed at the institutes.

The impact of the institutes on their programs was rated from poor to excellent with the modal rating being very high. About the same rating was given to program planning in their community as a result of the institutes.

In the main the directors indicated that considerable curriculum development had taken place as a result of the institutes. Whereas, they felt that the institutes had not had as much effect on research and development priorities being identified as they would prefer.

In conclusion, it is valid to say that most city directors felt that the institutes had been successful in making a favorable impact upon vocational and career education programs in their metropolitan area.

Conclusions and Recommendations

This multi-institute project provided 25 large metropolitan areas in the western half of the United States an opportunity to develop a local team of "change agents" to help the local educational system utilize strategies and models for positive change in education. The models and strategies for change were developed in ten institutes to be attended by the "change agents" from each of the cities. The following statements represent some of the major conclusions reached at the close of the project.

Conclusions:

1. Those cities that organized a team of "change agents" reported a greater effort for change was underway and goals for new and changed programs were being accomplished. One city director from a city with a well organized team of "change agents" wrote "This was a wonderful opportunity for all of us." His subsequent evaluation reported much positive progress.

2. Evaluation results provided evidence that participants were generally very well pleased with their experience and results of program change derived from these institutes.

3. With such written comments from city directors as: (1) systems planning has been strengthened, (2) community involvement in planning has been increased, (3) greater success is realized in planning programs for disadvantaged, (4) the total K-12 curriculum is becoming more career-oriented, (5) a detailed planning guide has been prepared which will influence long range planning within the district, (6) ideas gained from the institute on research and development programs have become a constant source of reference for virtual daily use and (7) creation of a city-wide manpower planning council leads one to conclude that the institutes did have an impact upon the cities involved.

4. Pre-planning ideas from the cities involved during sessions with the city educational and industry leaders were of great value in selecting consultants and participants with relevant expertise for meaningful input during the institutes.

5. Project goals were accomplished in terms of (1) working with the disadvantaged, (2) a career based concept for K-12, (3) new models and strategies being developed for planning and implementation and (4) an expansion of knowledge concerning the problems of vocational education in the large metropolitan areas.

6. The interaction among the students was mostly positive and beneficial.

7. Results of the institutes were published and sent to the participants. They were also made available through ERIC.

Recommendations

The participants' reactions and the director's involvement resulted in the following conclusions.

1. The process of cooperative planning for the institutes through meetings with the cities involved was a great asset to the success of the ten institutes.

2. Team efforts, on the part of the 24 large cities that participated in this multi-institute project, appear to have had a greater impact on the educational systems involved.

3. Since more of the participants who attended more than one institute had begun to implement ideas stimulated at the institutes more than those who attended only one institute, and the multi-institute approach, apparently had a positive effect.

4. It can also be concluded that, since the local superiors indicated that the institutes had been a very worthwhile activity, they probably felt this way in part due to them being included in the project planning.

5. Direct input in regard to consultants recommended and the identification of participants who could report on current and successful programs was very successful and a direct result of the multi-institute thrust.

6. Those cities that organized a "city team" with subsequent attendance of team members at more than one institute appeared to be more involved with the objectives and purposes of the entire multi-institute project.

7. The four goals of the project were accomplished. Models and strategies and proven techniques for providing vocational education in the large metropolitan areas were developed. Special emphasis was placed on the feasibility and applicability of using these strategies with the disadvantaged persons.

EFFECTS OF THE INSTITUTE(S) ATTENDED ON THE PARTICIPANTS' SITUATION

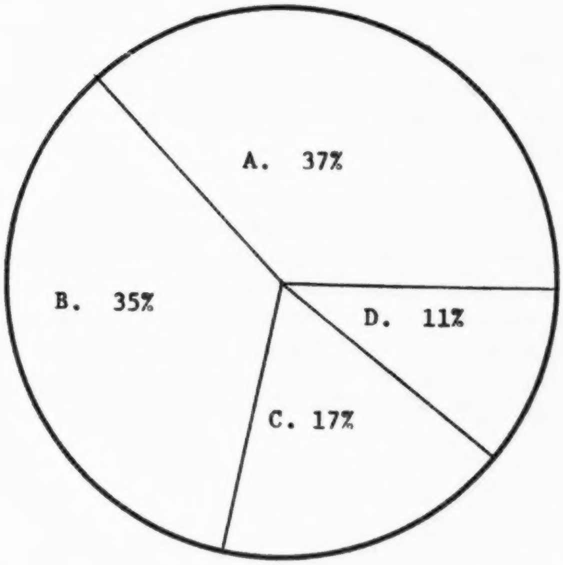
(QUESTION 2)

Data in Charts 1 and 2 indicate that, as a group, the participants felt the institute(s) they attended were useful. The category most prevalently checked by the instrument respondents, for both single institute and multiple institute participants, was response a: I have begun to implement ideas that were stimulated by the institute.

A comparison of data in Charts 1 and 2 reveals that in addition to both types of participants indicating that they have begun to implement ideas stimulated by the institutes an impressive percentage of both types indicated that the institute provided useful ideas and that they had started to develop some of the ideas. A much smaller percentage of both types indicated that the institute experience had little impact. Eleven percent of the single participants and 4 percent of the multiple participants made this indication.

CHART 1

SUMMARY OF SINGLE INSTITUTE PARTICIPANTS' RESPONSES RELATIVE TO THE STATEMENT WHICH BEST REFLECTS THE EFFECTS OF THE INSTITUTE ON HIS LOCAL SITUATION



Item	Number	Percent
A. I have begun to implement ideas that were stimulated by the institute.	122	37
B. The institute provided useful ideas, and I have started to develop some ideas.	116	35
C. The ideas I got from the institute will need a long term planning period before real action occurs.	55	17
D. The institute experience had little impact for me or my situation.	35	11
TOTALS	328	100%

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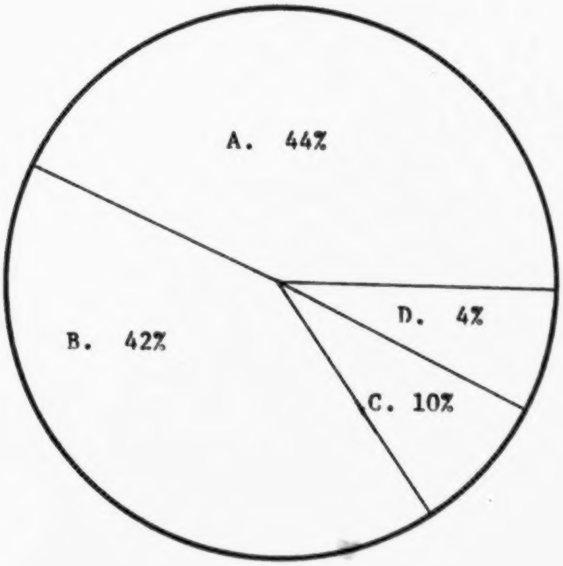
CHART 2

SUMMARY OF MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES RELATIVE TO THE STATEMENT WHICH BEST REFLECTS THE EFFECTS OF THE INSTITUTE ON HIS LOCAL SITUATION



	Item	Number	Percent
A.	I have begun to implement ideas that were stimulated by the institute	32	44
B.	The institute provided useful ideas, and I have started to develop some ideas.	30	42
C.	The ideas I got from the institute will need a long term planning period before real action occurs.	7	10
D.	The institute experience had little impact for me or my situation.	3	4
	TOTAL	72	100

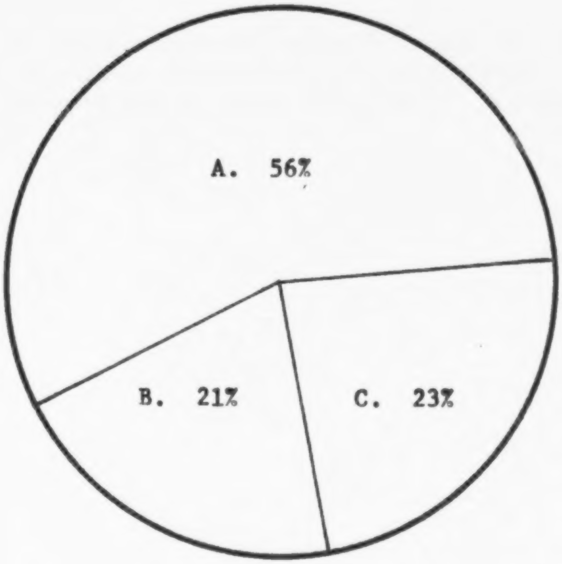
PARTICIPANTS' OPINIONS CONCERNING THEIR ROLE AS A CHANGE AGENT

(QUESTION 4)

As illustrated in Charts 3 and 4, as a group the majority of the single and multiple participants felt they had learned much about being a change agent and are applying some of the knowledge in their respective situations.

CHART 3

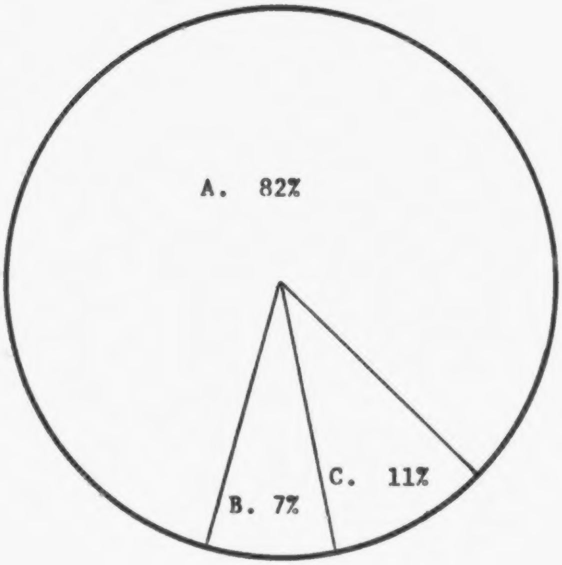
SUMMARY OF SINGLE INSTITUTE PARTICIPANTS' RESPONSES RELATIVE TO THE STATEMENT THAT BEST REFLECTS HIS ROLE AS A CHANGE AGENT



Item	Number	Percent
A. I learned much about a change agent and I am applying some of the knowledge in my situation.	160	56
B. I learned about being a change agent, but I am unable to apply it well in my situation.	59	21
C. The institute experience had little effect on my work in a change agent role.	67	23
TOTALS	286	100%

CHART 4

SUMMARY OF MULTIPLE INSTITUTE PARTICIPANTS' RESPONSES RELATIVE TO THE STATEMENT WHICH BEST REFLECTS THE EFFECTS OF THE INSTITUTE ON CHANGE AGENTS



Item	Number	Percent
A. I have begun to implement ideas that were stimulated by the institute.	57	82
B. The institute provided useful ideas, and I have started to develop some ideas.	5	7
C. The ideas I got from the institute will need a long term planning period before real action occurs.	8	11
TOTALS	70	100%

APPENDIX A

Objectives of Institutes as Stated in *Guidelines and Priorities for Short-Term Training Programs for Professional Personnel Development in Vocational and Technical Education*

Institute I

Title: Administrative Coordination of Vocational Education in Metropolitan Areas

Objectives: To (1) develop procedures for improving the coordination of vocational education programs to serve various population groups needing occupational training; (2) identify resources to serve target groups and plan resource reorganization to benefit from the Vocational Education Amendments of 1968; and (3) develop plans for implementing programs, including those for the disadvantaged, into the regular public and post secondary school structure.

Institute II

Title: Annual and Long-Range Program Planning in Metropolitan Areas in Accordance with the Vocational Education Amendments of 1968

Objectives: To (1) develop guides and procedures for initiating annual and 5-year program plans for vocational education in keeping with the Vocational Education Amendments of 1968; (2) identify the best techniques for assessing employment supply and demand as required for annual and 5-year program plans; and (3) determine occupational program needs for students, teachers, facilities, curriculums, and resources.

Institute III

Title: Orientation to New Vocational Education Concepts and Programs in Metropolitan Areas

Objectives: To (1) examine relationship between educational programs and career opportunities in order to motivate students through improved career orientation; (2) study new concepts and exemplary occupational programs and determine their implication for helping students at all levels understand the world of work and expand their opportunities in vocational and technical education; and (3) formulate and recommend specific objectives and models for establishing and conducting career-oriented activities for elementary, junior high, and senior high school students.

Institute IV

Title: Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas

Objectives: To (1) review existing exemplary programs that integrate education and community resources to help poorly adjusted students learn; (2) inventory professional and nonprofessional resources that should be included in a comprehensive supportive services program; (3) take stock of relevant State and Federal legislation and support; and (4) develop strategies and models for initiating service programs responsive to personal learning problems.

Institute V

Title: Improving Preparation of Professional Personnel for Vocational Education in Metropolitan Areas

Objectives: To (1) review the national employment trends which influence vocational education personnel needs; (2) study vocational education provisions in current Federal legislation; (3) examine procedures and content of exemplary preservice and inservice preparation programs for vocational-technical education personnel; and (4) develop models and strategies for improving vocational-technical education personnel preparation programs.

Institute VI

Title: Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults in Metropolitan Areas

Objectives: To (1) identify the occupational training needs of disadvantaged adults; (2) assess the extent to which occupational training programs successfully meet the vocational needs of disadvantaged adults; (3) identify the qualities which will make occupational training programs more responsive to the needs of disadvantaged adults; (4) evaluate the extent to which teacher education courses are preparing teachers to successfully meet the occupational training needs of disadvantaged adults; and (5) develop approaches for modifying the content of teacher education courses in institutions of higher education to more adequately prepare occupational teachers of disadvantaged adults.

Institute VII

Title: Updating the Process and Content of Teacher Education Curriculum to Reach Disadvantaged Youth in Metropolitan Areas

Objectives: To improve the process and content of teacher education curriculum for vocational teachers of disadvantaged youth. More specifically, provide an understanding of, and some ability to (1) identify youth with special needs; (2) identify and assess the education and vocational training needs of youth with special needs; (3) recruit and guide "special-needs" persons into appropriate education and vocational training programs; (4) organize and develop vocational curriculums, courses of study and units of instruction for youth with special needs, including consideration of factors such as grouping, class size, scheduling, and work study experiences; (5) develop or otherwise assure the appropriate human, physical and financial resources necessary to help youth profit from vocational education; (6) teach youth with special needs, using effective motivation methods, team teaching procedures, and innovative techniques; (7) provide appropriate vocational and personal guidance services to youth with special needs; and (8) secure the cooperation and support of school administrators, parents, members of the community, and others for vocational programs.

Institute VIII

Title: Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas

Objectives: To (1) review theoretical concepts and existing exemplary occupational orientation programs for junior high school students; (2) review relevant State and Federal legislation and resources; (3) develop strategies and model occupational orientation programs, especially for those students who will seek job placement immediately on leaving high school, for junior high school students needing exploratory experiences relevant to their practical needs and interests; and (4) develop processes and procedures for replicating such programs.

Institute IX

Title: Development of Vocational Guidance and Placement Personnel for Metropolitan Areas

Objectives: To develop practical strategies and guidelines to increase the availability and functional competence of counselors and other guidance and placement personnel who assist students in their career development, occupational education, job placement, and work adjustment. More specifically, the participants should, among other things, (1) assess the quantitative and qualitative limitations of guidance, counseling, and placement personnel available to support expanding vocational-technical education programs; (2) study existing major resources, including Federal legislation, which may be used to increase the availability and functional competence of counselors and other guidance and placement personnel; and (3) recommend or develop exemplary program models to increase the number and functional competence of guidance and placement personnel.

Institute X

Title: Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs

Objectives: To (1) examine and categorize the information services educators need in order to use research and other technical information in planning, implementing and evaluating vocational education programs; (2) assess the major active or planned information systems or services relevant to vocational education; (3) identify gaps in present systems for acquiring, processing, announcing, disseminating, analyzing and interpreting educational report literature, particularly for documents generated by State and local educational agencies; (4) develop alternative models for organizing needed services with potential for high cost/benefit returns, specifying information service roles, functions, and activities at local, intermediate, State, and multi-State levels; and (5) test models using simulations or other appropriate data.

Note: The final order of titles of the Institutes was changed from the order presented here to facilitate continuity of content.

The final order of titles of the Institute which comprised the Multi-Institute Project was as follows:

Institute Number	Title
I	New Vocational Education Concepts and Programs in Metropolitan Areas
II	Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults in Metropolitan Areas
III	Administrative Coordination of Vocational Education in Metropolitan Areas
IV	Development of Vocational Guidance and Placement Personnel for Metropolitan Areas

Institute Number	Title
V	Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas
VI	Improving Preparation of Professional Personnel for Vocational Education in Metropolitan Areas
VII	Updating the Process and Content of Teacher Education Curriculum to Reach Disadvantaged Youth in Metropolitan Areas
VIII	Improving Orientation Programs for Junior High School Students in Metropolitan Areas
IX	Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs
X	Annual and Long Range Program Planning in Metropolitan Areas in Accordance with the Vocational Amendments of 1968.

APPENDIX B

CITIES SELECTED FOR PARTICIPATION IN MULTIPLE INSTITUTE PROJECT

ARIZONA

Phoenix
Tucson

ARKANSAS

Little Rock

CALIFORNIA

Oakland
Long Beach
Los Angeles
San Diego
San Francisco

COLORADO

Denver

HAWAII

Honolulu

LOUISIANA

New Orleans

MINNESOTA

Minneapolis
St. Paul

MISSOURI

Kansas City
St. Louis

NEBRASKA

Omaha

NEW MEXICO

Albuquerque

OREGON

Portland

TEXAS

Dallas
Fort Worth
Houston

UTAH

Salt Lake City

WASHINGTON

Seattle

APPENDIX C

SCHOOL SYSTEM PERSONNEL UTILIZED TO SOLICIT PARTICIPANTS

To solicit participants from Metropolitan School Systems
Contact:

School System Personnel:

Dr. Paul R. Fair
Deputy Superintendent of Schools
Little Rock Public Schools
West Markham and Izard Streets
Little Rock, Arkansas 72201

Dr. John C. Waters
Assistant Superintendent
Phoenix Union High School System
2225 North Sixteenth Street
Phoenix, Arizona 85006

Dr. Thomas L. Lee, Superintendent
Tucson Public Schools
1010 East 10th Street
Tucson, Arizona 85700

Dr. Eugene Brucker
Deputy Superintendent
San Diego Unified School District
4100 Normal Street
San Diego, California 92103

Dr. James O. Plusch, Director
Occupational Preparation
Long Beach Unified School District
701 Locust Avenue
Long Beach, California 90813

Dr. E. D. Goldman
Associate Superintendent, Instruction
San Francisco Unified School District
135 Van Ness Avenue
San Francisco, California 94102

Mr. William Fortman, Coordinator
Vocational Education
Oakland Unified School District
1025 Second Avenue
Oakland, California 94606

Dr. J. Graham Sullivan
Deputy Superintendent for Instruction
Los Angeles City School District
P.O. Box 3307
450 North Grand Avenue
Los Angeles, California 90054

Mr. John E. O'Dowd, Jr., Director
Secondary and Vocational Education
New Orleans Public Schools
703 Carondelet
New Orleans, Louisiana 70130

Mr. Raymond Nord, Director
Vocational, Technical, and Industrial Education
Minneapolis Public Schools
807 Northeast Broadway
Minneapolis, Minnesota 55413

Mr. Harold M. Ostrem, Director
Practical Arts Education
School District of Kansas City
1211 McGee Street
Kansas City, Missouri 61106

Dr. W. K. Dunton, Assistant Superintendent
Vocational-Technical Education
Special School District of St. Louis County
9820 Manchester Road
Rockhill, Missouri 63119

Dr. Edwin H. Parrish
Assistant Superintendent of Schools
Vocational and Adult Education
Omaha Public Schools
3902 Davenport Street
Omaha, Nebraska 68131

Mr. Louis E. Saavedra, Principal
Albuquerque Technical-Vocational Institute
525 Buena Vista S.E.
Albuquerque, New Mexico 87106

Mr. James Bailey, Assistant Superintendent
Fort Worth Public Schools
3210 West Lancaster
Fort Worth, Texas 76107

Dr. Woodrow Watts
Deputy Superintendent
Houston Independent School District
3830 Richmond Avenue
Houston, Texas 77027

Mr. Bragg Stockton, Director
Vocational-Industrial Education
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

Mr. Tom Wiley
District Superintendent
Albuquerque Public Schools
525 Buena Vista S.E.
Albuquerque, New Mexico 87103

Mr. James O'Gara
Director of Vocational Education
631 N.E. Clackamas
Portland, Oregon 97208

Mr. J. Allan Duncan, Director
Occupational Education
815 Fourth Avenue North
Seattle, Washington 98109

Mr. Raymond J. Sacks
City Director of Vocational Education
5101 Northrup
St. Louis, Missouri 63103

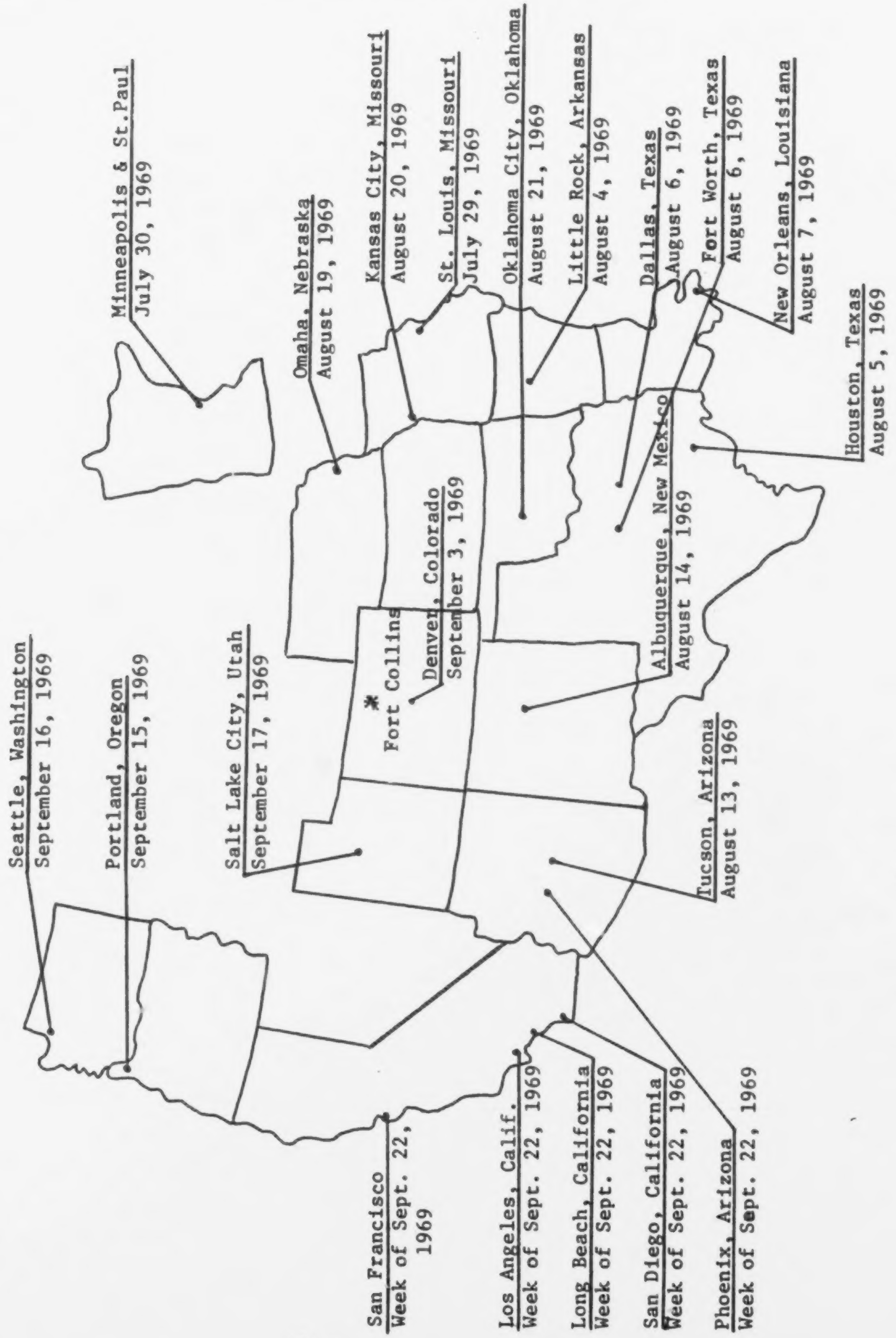
Dr. Arthur Wiscombe, Superintendent
Salt Lake City School District
440 East First South
Salt Lake City, Utah 84111

Mr. Samson S. Shigetomi
State Director of Vocational Education
2327 Dole Street
Honolulu, Hawaii 96822

Mr. Howard L. Johnson, Deputy Superintendent
Denver Public Schools
414 14th Street
Denver, Colorado 80202

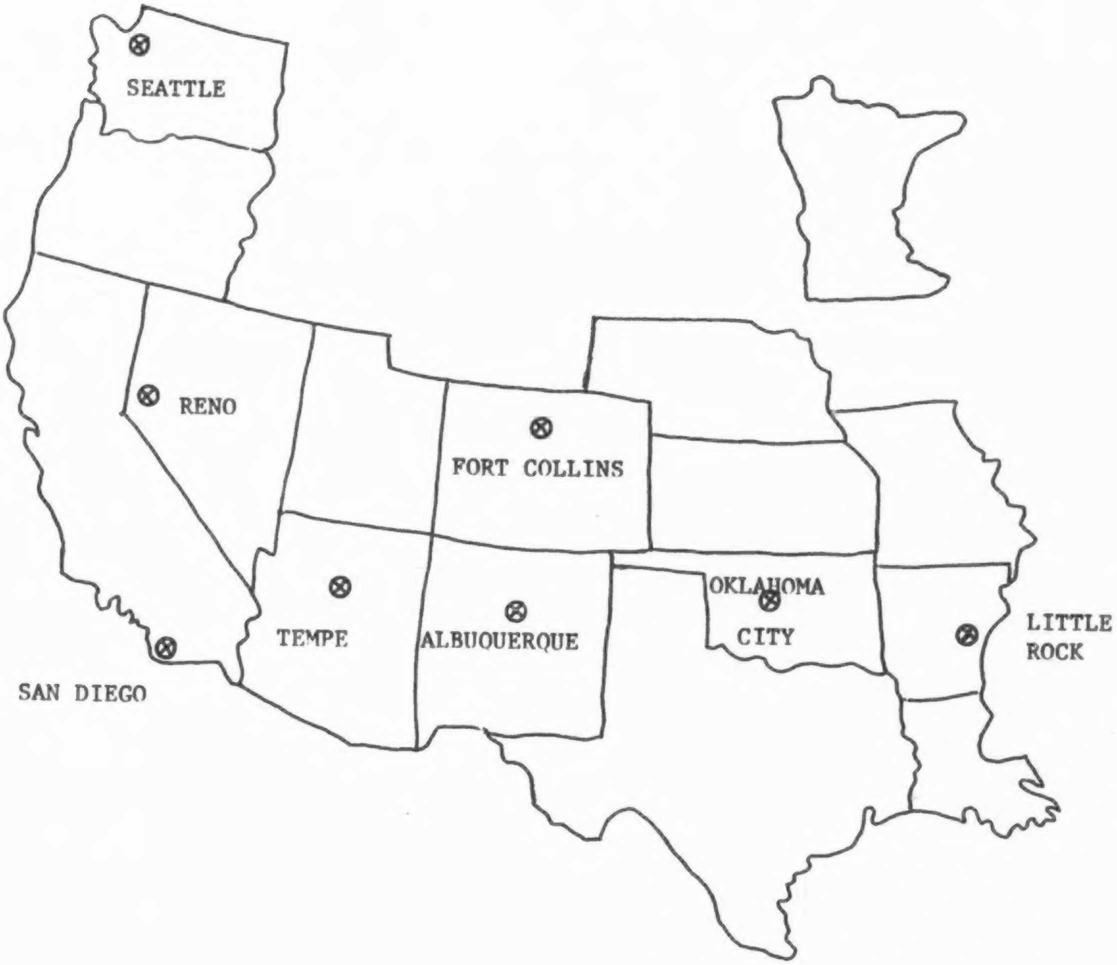
APPENDIX D

CITIES VISITED BY PROJECT DIRECTOR
FOR PLANNING MEETINGS


Minneapolis & St.Paul
July 30, 1969
Omaha, Nebraska
August 19, 1969
Kansas City, Missouri
August 20, 1969
St. Louis, Missouri
July 29, 1969
Oklahoma City, Oklahoma
August 21, 1969
Little Rock, Arkansas
August 4, 1969
Dallas, Texas
August 6, 1969
Fort Worth, Texas
August 6, 1969
New Orleans, Louisiana
August 7, 1969
Houston, Texas
August 5, 1969
Seattle, Washington
September 16, 1969
Portland, Oregon
September 15, 1969
Salt Lake City, Utah
September 17, 1969
Fort Collins
Denver, Colorado
September 3, 1969
Albuquerque, New Mexico
August 14, 1969
Tucson, Arizona
August 13, 1969
San Francisco
Week of Sept. 22, 1969
Los Angeles, Calif.
Week of Sept. 22, 1969
Long Beach, California
Week of Sept. 22, 1969
San Diego, California
Week of Sept. 22, 1969
Phoenix, Arizona
Week of Sept. 22, 1969

APPENDIX E

CITIES SELECTED FOR HOSTING INSTITUTES


SEATTLE
RENO
FORT COLLINS
SAN DIEGO
TEMPE
ALBUQUERQUE
OKLAHOMA
CITY
LITTLE
ROCK

APPENDIX F

MINUTES OF THE MEETING OF THE STEERING COMMITTEE OF THE WESTERN METROPOLITAN MULTIPLE INSTITUTE PROJECT HELD OCTOBER 27, 1969, AT COLORADO STATE UNIVERSITY

Introduction by Dr. Duane Blake:

The purpose of this meeting is to refine program plans for each one of these institutes, cross fertilization of ideas from everyone here, and to pick up some new ideas. Maybe we can each contribute something to work on these detailed plans, and develop our strategies in implementing these institutes at the proper time, and so on. We wish to coordinate the schedule of when we are going to offer each of these institutes. We need to think about the continuity of plans for reporting and evaluation so that we will have a more meaningful package on the other end of this project. We need to help provide a maximum opportunity for the participants in the institutes to have a most meaningful experience; to provide vehicles for needed change through ideally planned institutes. Today we need to make plans to help avoid pitfalls that are characteristic of many institutes. We need to devise ways to provide the most meaningful aid to you as subcontractors; to provide the opportunity to fully coordinate this umbrella effort because that is what our job is. We must produce in these institutes, in terms of models and different strategies, ways of coping with the identified problems. They want solutions. Some of the things that we must address ourselves to are: (1) the development of the techniques for working with the disadvantaged, (2) bringing about a sensitivity to the needs of the disadvantaged; how to implement the 1968 amendments: providing maximum opportunities for guidance counselors to become involved in the mainstream of vocational education; bringing about a needed change in philosophy of some of our present directors of vocational education in the large metropolitan areas; bring about a commitment of teacher training institutions to up-date their programs; development of models for city school superintendents to utilize, if needed, for making sweeping changes in curriculum; interfacing of the academics with vocational education to become more relevant and functional. We are concerned about the inservice training program for all kinds of personnel involved. We must devise strategies to give upward mobility to the disadvantaged.

Comments by Jack Wilson and Dr. Otto Legg:

With the passage of the Vocational Education Act of 1963 we did decide, in the Research Bureau, to devote some of our monies to inservice training for the purpose of upgrading people in Vocational Education and in some instances upgrading and updating. We have geared our programs more and more toward the change agents.

One of the by-products of these institutes is to provide guidelines, expertise and the like so that you can go back, and the people can go back, and implement change and conduct similar programs at the state and local levels. We decided to change our strategy and give several large grants to some institutions to conduct these multiple institutes. Dr. Otto Legg and Dr. Layne Ash and others felt perhaps we could get more mileage out of our training effort if we gave a grant to an institution and let them, in return conduct three, five, or ten institutes. There is some responsibility on our part to make sure that we are getting more mileage out of this particular training strategy than if we had funded these ten institutes separately. We would like to incorporate an overall evaluation which would help us assess this umbrella approach.

Program development:

All programs, in final form, will be submitted to C.S.U. by November 30, 1969.

(a) Participant selection
It was decided that the director and the co-director at C.S.U. would screen the applicants and send the list of participants to each subcontractor. They will develop a master list of participants with another listing of alternates. The institute directors will contact the nominees and the alternates and let them know of their status.

(b) Consultants
In a list of consultants, there could be some people in the U. S. Office that could be added. Also some of the people from the regional office.

The list of U.S.O.E. people would be free consultants. They would be an initial contact and you should feel free to contact anyone with U.S.O.E. as far as getting advice and counseling. Contact should be made with these people just as far in advance as possible.

Time table:

Specific dates for each institute will be submitted to the project director by November 15, 1969. C.S.U. will then prepare a brochure to publicize the ten institutes. Each director will then prepare his own instrument for publicity.

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Reporting:

In any research or training activity that is funded by the U.S.O.E., there should be a final report. The format of the final report is contained in the blue book. There is a supplement to the blue book which relates more directly to projects of this sort. This year they are requesting that some guidelines be developed and other kinds of materials which no doubt would be made a part of your final report. They also will stand alone so that they can be disseminated, in perhaps a little larger quantity than the 15 copies of the final report that is required, for inclusion in the ERIC system. The report will come after the post institute evaluation because that would be included in your final report.

The final report will be fed into Dr. Blake for approval and eventually submitted to the U. S. Office of Education.

The project report will consist of 10 individual final reports plus an 11th report, which will be a summary of all of the 10 institutes, plus an overall evaluation of the entire package.

The project director will hold back 10% of the funds that would be oweing to the subcontractors until the final report had been received and approved.

Instrumentation:

All instruments for data gathering, that are administered to 10 or more people have to be cleared through the U. S. Office. Typically those instruments in the post evaluation should be cleared. Mr. Wilson will get information out to the directors to tell of how they would like to have the instruments submitted and other details.

Each of the institute directors will identify their own behavioral objectives. They will be different for each institute. Then develop an evaluation device which will help to determine whether the institute was successful in terms of realizing the objectives that had been set out. The instrumentation would be tailored to that particular institute. Approval of the instruments could be done within five working days, but you should allow them more time than five working days.

Final reports:

The U.S.O.E. requires 15 copies of all final reports. There should be two to three extras for C.S.U. In addition to this it was requested that directors submit a progress report to Dr. Gutcher so that he will have some information to relay on to the U.S. Office. This report should be made twice a month during the period when the program is being developed. On the 15th and the 30th a report, to describe progress and problems, must be submitted.

Budgeting:

In the travel part of the budget, Washington would like to know what travel is anticipated, where, and for what purposes. All budgets must be detailed and specific.

Three school districts would need about $1,000 each to get started. These are: Auburn, Washington; Little Rock, Arkansas; and Albuquerque, New Mexico.

Contracting:

Contract negotiation between C.S.U. and the U. S. Office of Education cannot take place until each individual program and budget has been cleared by C.S.U. and the U.S.O.E. For most subcontractors, a simple cost-reimbursement contract can be arranged by C.S.U. For those institutions requiring hard money for operation, a system can be set up to accomodate their needs.

Meeting of the Steering Committee
Western Metropolitan Multiple Institute Project
9:00 A.M. October 27, 1969

Conference Room #180
Student Center Building
Colorado State University
Fort Collins, Colorado
G. Dale Gutcher, Project Co-Director

Agenda

9:00-10:00

Dr. Duane L. Blake--Welcome, introductions, and
Project Director   purpose of meeting

Mr. Jack Wilson
and Dr. Otto Legg--U. S. Office of Education position,
concerns, and requirements

Question & Answer Session

10:00-10:15

Coffee

10:15-11:45

Program development
(a) Content
    1. Instructional materials development
    2. Consultant identification and use
(b) Format
(c) Participant selection process

11:45- 1:15

Lunch--go through cafeteria line, meet in dining
room #168 for lunch

1:15- 1:45

Reporting and evaluation
(a) Requirements and procedures
(b) Instrumentation
(c) Final report

1:45- 2:30

Time table (dates of institutes)

Agenda (Cont.)

2:30- 2:45
Coffee

2:45- 3:30
Budgeting

3:30- 4:30
Contracting
(a) Galen Frantz: C.S.U. Procedures
(b) Jack Wilson: U.S.O.E. Procedures

APPENDIX G

NATIONAL COORDINATION COMMITTEE
MEMBERS

SHORT TERM INSTITUTES FOR INSERVICE TRAINING OF PROFESSIONAL PERSONNEL RESPONSIBLE FOR VOCATIONAL-TECHNICAL EDUCATION IN WESTERN METROPOLITAN AREAS.

DIRECTOR: Dr. Duane L. Blake
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521
(303) 491-6317

CO-DIRECTOR: Dr. G. Dale Gutcher
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521
(303) 491-5160

SHORT TERM INSTITUTES FOR INSERVICE TRAINING OF PROFESSIONAL PERSONNEL RESPONSIBLE FOR VOCATIONAL-TECHNICAL EDUCATION IN EASTERN METROPOLITAN AREAS.

DIRECTOR: Dr. C. Thomas Olivo
Division of Vocational Education
Temple University
Philadelphia, Pennsylvania 19122
(215) 787-8382

ASSOCIATE DIRECTOR: Dr. Albert E. Jochen
Marie H. Katzenbach School for the Deaf
West Trenton, New Jersey 08625
(609) 883-2600 Extension 219

NATIONAL INSERVICE TRAINING MULTIPLE INSTITUTE FOR VOCATIONAL AND RELATED PERSONNEL IN RURAL AREAS.

DIRECTOR:
Dr. John K. Coster
Center for Occupational Education
North Carolina State University
Raleigh, North Carolina 27607
(919) 755-2493

ASSISTANT DIRECTOR:
Dr. Charles H. Rogers
Center for Occupational Education
North Carolina State University
Raleigh, North Carolina 27607
(919) 755-2493

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE.

Dr. Otto P. Legg
Senior Program Officer
Planning and Evaluation Branch
Division of Vocational-Technical Education
Room 5114
7th and D Street S.W.
Washington, D. C. 20202
(202) 963-4724

Dr. Duane M. Nielson
Organization and Administrative Studies Branch
Division of Comprehensive and Vocational Education Research
U. S. Office of Education
Washington, D. C. 20202
(202) 963-6560

Jack A. Wilson
Project Officer
Organization and Administrative Studies Branch
Division of Comprehensive and Vocational Education Research
Bureau of Research
U. S. Office of Education
Washington, D. C. 20202
(202) 963-6676

APPENDIX H

RESEARCH CONSORTIUM

Dr. Duane Blake
Professor and Head
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dr. M. H. Haas, Professor
Home Economics
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dr. Harry Huffman, Professor
Business and Office Education
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dr. M. E. Larson, Professor
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dr. Albert Masterson
Assistant Professor
Business and Office Education
Colorado State University
Fort Collins, Colorado 80521

CONSULTING TEAM

Dr. Robert L. Darcy, Professor
Department of Economics
Colorado State University
Fort Collins, Colorado 80521

Dr. M. G. Hunt
Assistant Director
Professional Development
207 State Services Building
Denver, Colorado 80203

Dr. Marvin G. Linson, Director
State Board for Community Colleges
and Occupational Education
207 State Services Building
Denver, Colorado 80203

Dr. Douglas Sjogren, Professor
Human Factors Research Lab
Colorado State University
Fort Collins, Colorado 80521

Dr. Herbert A. Smith
Associate Dean for Education
College of Humanities and Social Sciences
Colorado State University
Fort Collins, Colorado 80521

VITAE

RESEARCH CONSORTIUM MEMBERS

DUANE L. BLAKE

Educational Background

B. S. - Iowa State University

M. S. - Iowa State University

Ph. D. - Iowa State University

Professional Experience

1966 - to present Head, Department of Vocational Education, Colorado State University

1963 - 1966 Assistant Professor of Education, Iowa State University

1957 - 1963 Full-time Instructor - Part-time Graduate Student Agricultural Education, Iowa State University

1955 - 1957 Assistant to Associate Dean of Agriculture, Iowa State University

1949 - 1955 Vocational Agriculture Instructor, Public Schools in Iowa

1968 - Co-Director of the "Institute on Occupational Analysis as a Basis for Curriculum Development

1969 - Presently serving as Co-Director of the "Institute on Occupational Analysis as a Basis for Curriculum Development

Co-Director of Research Project 1253, Iowa State University

Chairman of 18 Graduate Student Programs, Member of 40 additional Graduate Committees

Presented Research Study at the National Convention of the American Vocational Associates

Member of Survey Team for North Central Association Accreditation for Iowa High Schools, 1966

Graduate Faculty Status

Regular member

MARY HELEN HAAS

Educational Background

B. A. - Upland College, Upland, California

M. S. - University of California, Los Angeles, California

Ph. D.-- University of Minnesota, Minneapolis, Minnesota

Professional Experience

1967 to present Professor and Head of Home Economics Education, Colorado State University

1960 - 1967 Associate Professor of Home Economics, Ohio State University, Columbus, Ohio

1957 - 1960 Associate Professor and Chairman of the Department of Home Economics, Wittenberg University, Springfield, Ohio

1956 - 1957 Assistant Professor of Home Economics, Augsburg College, Minneapolis, Minnesota

Research and Teaching Assistant, University of California and University of Minnesota

Co-Director, "Preparation for Democracy Project.", Lima Public School, Lima, Ohio

Director of study, "The Efficacy of Home Economics Courses Designed to Prepare Disadvantaged Pupils for Their Homemaker--Family Member Role and the Dual Roles of Homemake and Wage Earner."

Graduate Faculty Status

Regular Member

HARRY HUFFMAN

Educational Background

A. B. - Western Michigan University

M. A. - University of Michigan

Ed. D. - Columbia University

Harvard University (3 summers)

HARRY HUFFMAN (Continued)

Professional Experience

1968 to present Professor of Business and Office Education, Colorado State University

1965 - 1968 Professor of Education, The Ohio State University

1950 - 1965 Head, Business Education Department, Virginia Polytechnic Institute

Consultant - American Telephone and Telegraph Company, New York City, 1965-66

Consultant - Institute for Life Insurance, New York City, 1963

Graduate Faculty Status

Regular Member

MILTON E. LARSON

Educational Background

B. B. A. - University of Minnesota

M. A. - University of Minnesota

Ed. D. - Michigon State University

Professional Experience

1966 - to present Professor, Vocational-Technical Education, Colorado State University

1965 - 1966 Adviser, Technical Education, Rutger's University

1962 - 1964 Director, Technical Education Center, Pinellas County, Florida,

1957 - 1962 Assistant Professor, Flint Community College, Flint, Michigan

1946-1957 - 1942-1943 Dunwood Institute, Minneapolis, Minnesota

MILTON E. LARSON (Continued)

Contract with U. S. Office of Education, "A Pilot Study in Advanced Instrumentation for Technical Instructors"

Contract with U. S. Office of Education - "A Vocational-Technical Teacher Technology Center - The Development of a Model".

Director - "Institute in Occupational Analysis as a Basis for Curriculum Development" at Colorado State University 1968 and 1969

Project Director for "Man, Education, and Work Conference" sub-contracted from University of Wisconsin, 1968.

Graduate Faculty Status

Regular Membership

ALBERT C. MASTERSON

Educational Background

B. S. - Eastern New Mexico University

M. A. - Eastern New Mexico University

Ph. D. - Colorado STate University

Professional Experience

1966 - 1969 Head, Business and Office Education, Colorado State University

1962 - 1965 Teaching and Counseling, Business Administration and Business Education Students in College of Business, Colorado State University

1953 - 1962 Business Education, Teacher, Hobbs, New Mexico

1950 - 1953 Business Education, Teacher, Morton Texas, High School

Publications Consultant, Hewlett-Packard Corporation, Loveland Division 1964 to present

Graduate Faculty Status

Associate Member

VITAE

CONSULTING TEAM MEMBERS

ROBERT L. DARCY

Educational Background

B. A. (Economics), Knox College

M. A. (Economics), Indiana University

Ph. D. (Economics), University of Colorado

Professional Experience

1968 - present	Professor of Economics, Colorado State University
1961 - 1968	Associate Professor of Economics, Ohio University
1960 - 1961	Assistant Professor of Economics, Kansas State University
1957 - 1960	Assistant Professor of Economics, Oregon State University
1955 - 1957	Part-time Instructor in Economics, University of Colorado

Director of Manpower and Economic Education project from Ohio University July 1, 1966 - June 30, 1968

Consultant for Rocky Mountain Educational Laboratory, Greeley, Colorado 1968

Consultant for Joint Council on Economics Education, New York City, 1968

Consultant for U. S. Office of Education, Social Sciences Institutes Branch (1966-67)

Consultant for Consortium of Professional Associations, Washington, D. C. 1966

Graduate Faculty Status

Regular Member

M. G. HUNT

Educational Background

B. S. - West Texas State

M. A. - Western State University

Ph. D. - Texas Technological College

Professional Experience

1968 to present Supervisor, Program Services, Division of Occupational Education, Denver, Colorado

1962 - 1968 Director, Vocational Education, New Mexico

1941 - 1962 Superintendent of Schools, Portales, New Mexico

MARVIN G. LINSON

Educational Background

B. S. - University of Nevada

M. A. - Colorado State University

Ph. D. - Ohio State University

Professional Experience

Director, Division of Occupational Education - 1966 to present

Assistant Director of Vocational Education

State Supervisor, Agricultural Education

Assistant State Supervisor, Agricultural Education

DOUGLAS D. SJOGREN

Educational Background

B. A. - 1951 - Kearney, Nebraska, State Teachers College

M. A. - 1958 - Kearney, Nebraska, State Teachers College

Ed. D. - 1961 - University of Nebraska, Lincoln

Professional Experience

1965 - Present Associate Professor of Vocational Education, Colorado State University

1961 - 1965 Assistant Professor of Educational Psychology and Measurements and Research Associate, Extension Division, University of Nebraska

1960 - 1961 Instructor, in Educational Psychology and Measurements, University of Nebraska

1958 - 1959 Visiting Instructor in Educational Psychology, Kearney, Nebraska, State Teachers College

1958 - 1960 Counselor, Lincoln, Nebraska, Public Schools

Principal Investigator: "The Use of Programmed Instruction in Correspondence Courses", Cooperative Research Project No. 1534.

Principal Investigator: "The Influence of Speed, Prior **Knowledge** and Experience on Adult Learning", Cooperative Research Project #2223.

Principal Investigator: "The Identification of Common Behavioral Factors as Basis for Pre-Entry Preparation of Workers for Gainful Employment, U. S. Office of Education, Project No. 1603.

Principal Investigator: "Attention Directing Acts Used by Teacher." U. S. Office of Education Project No. 1616.

Graduate Faculty Status

Regular Member

HERBERT A. SMITH

Educational Background

B. S. - University of Nebraska, Major: Science, Mathematics

M. S. - University of Nebraska, Major: Secondary Education

Ph. D. - University of Nebraska, Major: Secondary Education

Professional Experience

1964 - to present Director of Teacher Education and Associate Dean of Education

1963 - 1964 Visiting Professor, University of Colorado

1962 - 1964 Professor of Education and Head, Department of Secondary Education

1960 - 1962 Professor of Education, University of Kansas

January 1959 Chief: Science, Mathematics and Foreign Language Section

1953 - 1955 Associate Professor and Director, Bureau of Educational Research and Service

Graduate Faculty Status

Regular Member

APPENDIX I

ADVISORY COUNCIL
TO THE
WESTERN METROPOLITAN AREA
MULTIPLE INSTITUTE PROJECT

Dr. John W. Letson, Superintendent
Atlanta Public Schools
224 Central Avenue S.W.
Atlanta, Georgia 30303
(404) 522-3381

Miss Maxine Kurtz
Technical Director
Denver Model Cities Program
1150 Bannock Street
Denver, Colorado 80204
(303) 825-7168

Mr. James Galloway, Director
Adult and Vocational Education
Denver Public School System
414 14th Street
Denver, Colorado 80202
(303) 266-2255 Ext. 450

Mr. Glen H. Strain
Assistant Commissioner of Education
(In charge of Vocational Education)
10th Floor
State Capitol Building
Lincoln, Nebraska 68509
(402) 477-5211

Dr. Keith Goldhammer
College of Education
Oregon State University
Corvalis, Oregon 97330
(503) 754-1661

APPENDIX J

A SUGGESTED FORMAT FOR THE PREPARATION OF INSTITUTE PROPOSALS

For the purpose of assuring better coordination of the institutes that comprise the total project, and to simplify the evaluation of each individual program, the following format is suggested:

I. Title page

This is the first page in the program and will contain only the following:

1. Project title. (The correct project title is: Short-Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas).
2. Institute title.
3. Directors name, title, address, and telephone number.
4. Contracting institution and address.
5. Name, title, address, and phone number of contracting officer of the institution.
6. Duration of institute. Include room for the inclusive dates of your institute so that they may be inserted when the schedule is completed.

II. Purposes

A brief statement of the need for the proposed training activity, and its significance.

III. Objectives

Each program should reflect the institute objectives. Generally, these objectives should follow the U. S. O. E. guidelines, however, these may be modified provided the program incorporates justification for the modification.

IV. Contributions to Vocational Education

Spell out strategies to facilitate change or implement new programs as a direct result of the institutes.

V. Procedures

1. Content
   An outline of the training program content and the procedures to be used to attain the specific objectives should be provided. If college credit is to be granted, the level, amount, and provisions to be met by the participants should be indicated, however, granting college credit is not required.

2. Agenda (Schedule)
   Information on length of training, including hours per day and number of days or weeks for each phase of the program, should be included. This should be a step-by-step, detailed account of the programs, including scheduling of speakers, consultants, work sessions, large and/or small group activities, etc. In short, this should tell exactly what will be done, who will do it, and when it will be done, in as much detail as is possible. All material should reflect the listed objectives.

VI. Personnel

The name, title, and a brief statement of the pertinent experience and qualifications of each principle staff member and consultant should be given.

VII. Trainees (Participants)

Information should be provided on the persons who will be invited to participate in the institute. This should include selection methods, qualifying positions or occupations, and numbers of persons by position or occupation.

VIII. Facilities

Indicate the adequacy of facilities, such as classrooms, laboratories, housing, training equipment, and teaching aids, for the institute.

IX. Evaluation

The evaluation plan should provide for securing objective and systematic participant information to evaluate attitudinal and behavioral changes attributable to the institute. A pre-test-post-test might be effective.

X. Budget

A form is attached that may be used for summarizing the budget, however, a detailed budget must be included also. This will show the expenditures (approximate) for travel of each consultant, as well as each anticipated trip of any personnel, other than participants. These items must show the name of the traveler and his origin and destination.

1. Direct costs
   Program costs will include cost of training, other fees, and reference material directly related to a training program participation which would normally result in a direct change to the trainee by the sponsoring institution.

2. Indirect costs
   Indirect costs for conducting a training program are limited to the institutional overhead rate applied to direct salaries and wages in accordance with Bureau of the Budget Circular No. A-21, as revised, or to 8 percent of total direct costs including stipends, whichever is less. Such indirect costs are subject to audit.

3. Total costs
   Total expenditures for the institute may not exceed the total amount indicated for each institute. It may be necessary to make some adjustments between cost line items, depending on the local situation. U. S. O. E. limits participant stipends to $75 per week, and normal consultant honorariums to $100 per day plus subsistance. Participants and consultants are entitled to travel reimbursement on the basis of tourist (coach) air fare, tax exempt, or if traveling by auto, the lesser of the two.

PROJECT COST ESTIMATES*
(Federal Support Only)

Project Director______________________________ Institution or agency______________

Proposed Duration: (mos.)________ Starting date:________ Ending date:______________

A. DIRECT COSTS		
Personnel Salaries**	51***	____________________
Employee Benefits (charged as direct)	52	____________________
Travel	53	____________________
Supplies and Materials	54	____________________
Communications	55	____________________
Services		
Duplicating and Reproduction	56	____________________
Statistical	57	____________________
Testing	58	____________________
Other	59	____________________
Final Report Production	60	____________________
Equipment	61	____________________
Training Program Costs		
a. Trainee Support Costs	62	____________________
b. Institutional Allowance	63	____________________
Other Direct	64	____________________
Subtotal, Direct Costs	65	____________________
B. INDIRECT COSTS	66	____________________
C. TOTAL COSTS (Federal Support)	67	____________________

---

* For projects longer than 18 months in duration, use one sheet for each 12 months of activity and a summary sheet for totals.

** Consultants: Show rate and number of days under Personnel, transportation and per diem under Travel.

*** Numbers are for computer usage (OE only)

APPENDIX K

TABLE 1A

Suggested Participant Selection For Short-Term Multiple Institutes

Inst. No.	Total No. Participants	Types of Persons				
		Supt.	Guid-ance	State Dir.	State Superv.	Local Dir.
1	75				15	15
2	75				25	25
3	100	25		24	20 alt	16 25
4	100		25			25
5	75		25	15		
6	100	25		15		
7	75				25	25
8	100		25	15		
9	50	Res. 25				
10	50			15 Plan		7

TABLE 1A

Suggested Participant Selection For
Short-Term Multiple Institutes
(Cont.)

Inst. No.	Total No. Participants	Types of Persons				
		Tchr. Educ.	Deans & V.P.'s	Support Serv. H.W. Rehab.	Local Sch. Plan Officer	Sch. Princ.
1	75	5				15
2	75	25				
3	100					
4	100	15				
5	75			35		
6	100		30D 25VP			
7	75	25				
8	100					10
9	50					
10	50				25	

TABLE 1A

Suggested Participant Selection For
Short-Term Multiple Institutes
(Cont.)

Inst. No.	Total No. Participants	Types of Persons				
		Local		Mayor Welfare Labor Industry	State & Nat'l VE Bd.	Research
		Tchr.	Sch. Bd.			
1	75	10				
2	75					
3	100			5 Ind. & Lab.	5	
4	100	15		15 ind.		
5	75					
6	100					
7	75					
8	100		15	5		
9	50					RCU 15
10	50				3	

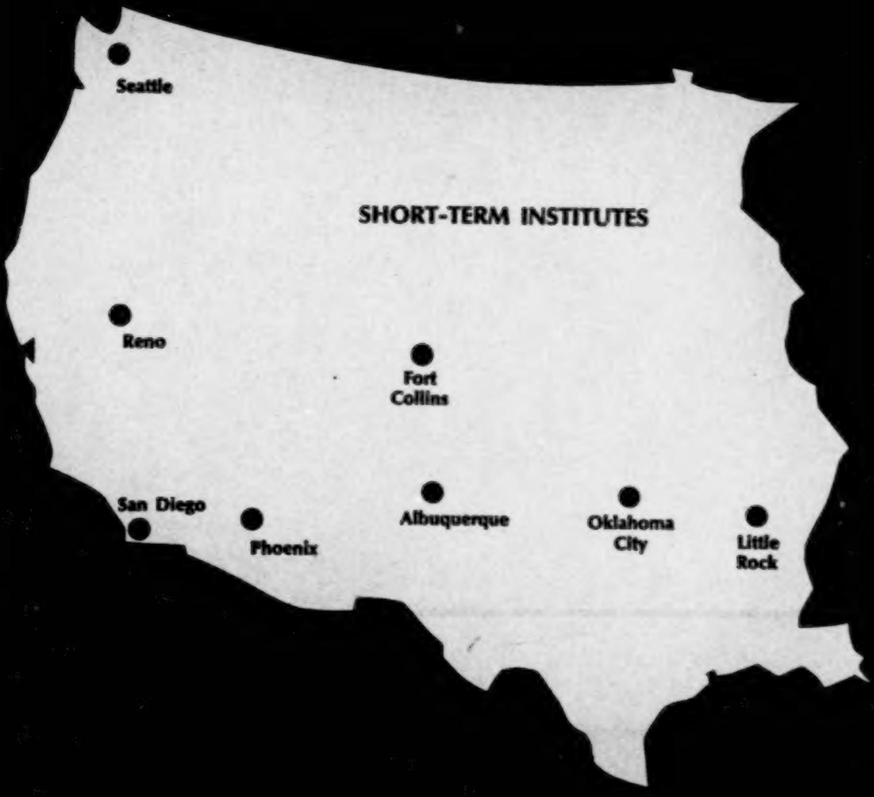
TABLE 1A

Suggested Participant Selection For
Short-Term Multiple Institutes
(Cont.)

Inst. No.	Total No. Participants	Types of Persons			
		Prof. Assn.	Jr. & Comm. Coll.	Related Acad. Sub.	Curr. Coord.
1	75				15
2	75				
3	100				
4	100	5			
5	75				
6	100				
7	75				
8	100	5			25
9	50				10
10	50				

APPENDIX L

Training Professional Personnel Responsible For Vocational-Technical Education Western Metropoliton Areas


Seattle
SHORT-TERM INSTITUTES
Reno
Fort Collins
San Diego
Phoenix
Albuquerque
Oklahoma City
Little Rock

Sponsored and Coordinated By The Department of Vocational Education
Colorado State University, Fort Collins, Colorado
U.S.O.E. Grant No. 9-0524

APPLICATION FORM

SHORT-TERM INSTITUTES FOR INSERVICE TRAINING OF PROFESSIONAL PERSONNEL RESPONSIBLE FOR VOCATIONAL-TECHNICAL EDUCATION IN WESTERN METROPOLITAN AREAS

Please type all responses:

Miss
Mrs.
Name Mr.____
Dr. (Last) (First) (Initial)

Mailing Address____

____
(Zip Code)

Office Phone:____________ Area Code____________ Home Phone:____________ Area Code____________

Indicate in order of preference four institutes you would be able to attend:

(You may make first choice of more than one institute.)

(1) ______________________ (2) ______________________

(3) ______________________ (4) ______________________

INSTITUTE I	New Vocational Education Concepts and Programs in Metropolitan Areas. February 2-6, 1970, Colorado State University, Fort Collins
INSTITUTE II	Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults in Metropolitan Areas. March 8-20, 1970, Oklahoma State University, Stillwater
INSTITUTE III	Administrative Coordination of Vocational Education in Metropolitan Areas. April 13-17, 1970, San Diego
INSTITUTE IV	Development of Vocational Guidance and Placement Personnel for Metropolitan Areas. May 11-15, 1970, Colorado State University, Fort Collins
INSTITUTE V	Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas. June 1-5, 1970, Arizona State University, Tempe
INSTITUTE VI	Improving Preparation of Professional Personnel for Vocational Education in Metropolitan Areas. June 15-19, 1970, University of Nevada, Reno
INSTITUTE VII	Updating the Process and Content of Teacher Education Curriculum to Reach Disadvanged Youth in Metropolitan Areas. July 6-17, 1970, Colorado State University, Fort Collins
INSTITUTE VIII	Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas. August 3-8, 1970, University of Washington, Seattle
INSTITUTE IX	Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs, September 14-18, 1970, Albuquerque
INSTITUTE X	Annual and Long-Range Program Planning in Metropolitan Areas in Accordance with the Vocational Education Amendments of 1968. October 5-16, 1970, Little Rock

Current Position____
(Title) (Years Held)

____
(Employer's name) (Address)

Major Responsibilities____

____

(Please see reverse side)

If selected for participation, would you be willing to contribute to the institute by:

__________ (1) Appearing on a panel? Area of interest is____

____.

__________ (2) Serving as a workshop group leader?

__________ (3) Serving as a workshop group recorder?

__________ (4) Acting as a resource person?

What knowledges, abilities, or materials do you perceive your participation can contribute most to these institutes?

Briefly describe your present or future activities which relate to the institutes you are interested in attending.

What are your primary reasons for wanting to participate in these institutes?

I AGREE that if accepted to participate in these institutes, I will be in attendance for the entire period unless prior arrangements have been made. Further, I understand that reimbursement arrangements will differ among the various institutes, and I agree to accept either provision of room and board, or a $75 per week stipend, whichever is offered by the sponsoring institution. I understand that reimbursement for travel will be made separately, and will be on the basis of air tourist rate, tax exempt, within the continental United States. If the total costs of institute travel do not permit full reimbursement, a pro rata distribution of funds based on cost of air tourist fare will be made. Furthermore, I understand that the programs developed by these institutes will be evaluated, and I agree to furnish the information necessary to evaluate my segment of the program.

Applicant ________________________________
(Signature)

Nominated by ______________________________
(Signature)

I suggest that this person could serve as a____
(to contribute to an institute)

PLEASE COMPLETE AND RETURN TO:

Dr. G. Dale Gutcher, Co-Director
Western Metropolitan Multiple Institutes
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Discrimination prohibited—Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, creed, sex, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal assistance.

Colorado State University and each subcontracting institution complies with the spirit and intent of this law."

FOREWORD

To coordinate and help plan this Multi-Institute Project has been exciting and challenging. This brochure can only give you a short overview of the interactions that are planned for the ten institutes.

One thrust of planning the project was to give the potential participants an opportunity to have some input into the structure of the institutes. This has been done and with a great deal of enthusiasm by many persons. We are thankful for their help. We were also pleased to have these persons ask us to proceed beyond the usual discussion of problems and get on with the solutions in terms of guidelines and strategies for attempting to solve the problems. It was suggested that reference materials be made available previous to the institute to help move the groups to higher achievements.

We are fully aware that we must provide for a maximum opportunity for the participants in the institutes to have a most meaningful experience and to help provide vehicles for needed change in vocational education in the large metropolitan areas. It is recognized that changes are made by "change agents" therefore we are looking for these change agents as participants. It then follows that commitment is necessary as a foundation to the entire project. It means that each participant must dedicate himself to the implementation of the institute products through conferences and "mini-institutes".

In most cases, each metropolitan area has already set it's own goals for expected returns from it's participants. In these cases a contact person representing the entire metropolitan area has been designated. Therefore, participants will be selected to best achieve these goals upon return to the area involved.

Needed action for change involving educational programs for all youth in the large metropolitan areas is the major goal of this project. We trust that all leaders involved will fully address themselves to the task at hand.

Duane L. Blake G. Dale Gutcher

Duane L. Blake, Ph.D. Project Director Head and Professor Department of Vocational Education Colorado State University Fort Collins, Colorado	G. Dale Gutcher, Ph.D. Project Co-Director Assistant Professor Department of Vocational Education Colorado State University Fort Collins, Colorado

Short-Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas

Providing inservice education for persons responsible for vocational education is one of the formidable tasks now facing the field of vocational education. Skyrocketing student enrollments, expansion in the number of full-time and part-time vocotional educators, needed reductions in pupil-teacher ratios, accelerated development of occupatonal programs for students wth socioeconomic or other handicaps, and new innovations in educational techniques emphasize the demand for more and better inservice training.

The need for staff development is further warranted by the Nation's rapid social and economic changes. Moreover, the widening gap between available vocational education offerings and training required by todays youth and adults has added to the urging for strengthening the inservice training of educators.

THE PROJECT

The Short-Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas is a multiple institute project, coordinated by Colorado State University, under the auspices of the United States Office of Education. The project consists of ten separate institutes, conducted in various cities of the Western United States during the calendar year of 1970, and directed toward the involvement of large city school administrators, vocational education directors, teachers, counselors, State Commissioners of Education, State Directors of Vocational Education, persons responsible for teacher and counselor education programs, and representatives from industry, business, labor and city government. In all, a total of 800 participants will be served.

THE PROGRAM

Each of the ten institutes are designed to deal directly with the different concerns of persons responsible for vocational education. They are intended to be **working conferences,** from which each participant will obtain concrete materials with which he can operate. Each participant will combine his knowledge and special skills with that of others in the development of these materials, and will commit himself to the utilization of the knowledge and materials he has obtained from the institute to implement a program or project to bring about desirable changes in his area.

THE OBJECTIVES

The objectives of the institutes vary, being specifically directed toward the concern with which the institute deals. Generally speaking, however, all institutes will deal directly with the problems facing Vocational Education and will work toward developing solutions to these problems in accordance with the Vocational Education Amendments of 1968. Specificially, the project goals are:

Goal One:	To expand the knowledge of training needs and desires of disadvantaged youth and adults.
Goal Two:	To consider the problems and formulate models for implementing a theme of "career centered" education into the present school system.
Goal Three:	To assemble and evaluate innovative as well as proven techniques of providing vocational education to disadvantaged persons in the inner cities of metropolitan areas.
Goal Four:	To produce attitudinal and behavioral changes in the participating "change agent" teams so that a dedication for implementing the other institute outputs will follow.

THE INSTITUTES

Each of the ten institutes are described in some detail on the following pages. These short descriptions give some idea of the content of the institutes and the types of participants who will be invited to attend. The institutes are:

1. New Vocational Education Concepts and Programs in Metropolitan Areas

   Date: February 2-6, 1970

   Place: Colorado State University
   Fort Collins, Colorado

2. Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults in Metropolitan Areas

   Date: March 8-20, 1970

   Place: Oklahoma City, Oklahoma

3. Administrative Coordination of Vocational Education in Metropolitan Areas

   Date: April 13-17, 1970

   Place: El Cortez Hotel
   San Diego, California

4. Development of Vocational Guidance and Placement Personnel for Metropolitan Areas

   Date: May 11-15, 1970

   Place: Colorado State University
   Fort Collins, Colorado

5. Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas

   Date: June 1-5, 1970

   Place: Arizona State University
   Tempe, Arizona

6. Improving Preparation of Professional Personnel for Vocational Education in Metropolitan Areas

   Date: June 14-17, 1970

   Place: University of Nevada
   Reno, Nevada

7. Updating the Process and Content of Teacher Education Curriculum to Reach Disadvantaged Youth in Metropolitan Areas

   Date: July 6-17, 1970

   Place: Colorado State University
   Fort Collins, Colorado

8. Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas

   Date: August 3-8, 1970

   Place: University of Washington
   Seattle, Washington

9. Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs

   Date: September 14-18, 1970

   Place: University of Albuquerque
   Albuquerque, New Mexico

10. Annual and Long-Range Program Planning in Metropolitan Areas in Accordance with the Vocational Education Amendments of 1968

    Date: October 5-16, 1970

    Place: Marion Hotel
    Little Rock, Arkansas

THE APPLICATION

Information on applying for participation in the institutes may be found on the final pages of this booklet.

INSTITUTE I

TITLE:	New Vocational Education Concepts and Programs in Metropolitan Areas
INSTITUTE DIRECTOR:	Dr. Ronald E. Glenn Department of Vocational Education Colorado State University Fort Collins, Colorado
PLACE:	Colorado State University, Fort Collins, Colorado
DATE:	February 2-6, 1970
TOPICS:	"Relating Educational Programs and Career Opportunities as a Motivating Force for Students Through Improved Career Orientation", "Implications of exemplary Occupational Programs and New Concepts to Assist Students to Better Understand the World of Work", "Formulation and Recommendation of Specific Objectives and Models for Establishing Career Orientation".
CONSULTANTS:	Dr. Merle Strong, Professor, University of Wisconsin. Mrs. Ruth Denny, Supervisor, Coordinated Vocational–Academic Education, Houston, Texas. Dr. George Patten, Director, Opportunity Industrial Center, Milwaukee, Wisconsin. Mr. Edwin Richardson, Metro State College, Denver. Mr. Bill Green, State Legislator, Los Angeles, Calif. Mr. Maurice Pattengeirer, Pontiac City School. Mr. Lee Cavnar, State Supervisor Vocational Guidance, Denver, Colorado.
OUTCOMES:	Guideline booklets, models, institute proceedings, instructional packages, and participant proficiency in helping replicate the related professional training at the state and local level.
PARTICIPANTS:	75 — Principals from both elementary and secondary city schools, superintendents and assistant superintendents of city schools, directors of major non-school based vocational education programs, representatives of the American Personnel and Guidance Association, American Vocational Association, and professional associations of school administrators, state superintendents of public instruction, curriculum experts, and state directors of vocational education.

INSTITUTE II

TITLE:	Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults in Metropolitan Areas
INSTITUTE CO-DIRECTORS:	Dr. William Stevenson, Director Research Coordinating Unit Oklahoma State University Stillwater, Oklahoma Dr. Paul Braden, Head School of Occupational and Adult Education Oklahoma State University Stillwater, Oklahoma
PLACE:	Oklahoma City, Oklahoma
DATE:	March 8-20, 1970
TOPICS:	"The First Way Out", "What's Wrong with Teacher Education?", "Higher Educational Programs for the Disadvantaged", Realistic experiences in the inner city.
CONSULTANTS:	Oklahoma City AMIDS personnel. Detroit AMIDS personnel. Los Angeles AMIDS personnel. Professionals from throughout the United States.
OUTCOMES:	Orientation experiences to sensitize the participants to the world of disadvantaged; an understanding of the characteristics of the population to be taught; understandings of the sociological, psychological, education, anthropological, and literary concepts dealing with the disadvantaged; concepts and methods for updating of teacher education courses and programs to prepare adequately those who are to serve disadvantaged adults in metropolitan areas.
PARTICIPANTS:	75 — Teacher educators of adult vocational and adult basic education, teacher educators in the various vocational education fields, classroom teachers of adult vocational and adult basic education, state supervisors of vocational education, and representatives of industry, business, and labor.

INSTITUTE III

TITLE:	Administrative Coordination of Vocational Education in Metropolitan Areas
INSTITUTE CO-DIRECTORS:	Dr. Melvin Barlow Division of Vocational Education University of California at Los Angeles Los Angeles, California Dr. J. Lyman Goldsmith, Director Occupational Education Branch Los Angeles City Unified School District Los Angeles, California
PLACE:	El Cortez Hotel, San Diego, California
DATE:	April 13-17, 1970
TOPICS:	"Vocational Education for Metropolitan Areas", "New Kinds of Community Involvement", "Administrative Organization for Vocational Education—A New Rationale for Metropolitan Areas", "Finance", "The Potential of Vocational Education in the Metropolitan Areas".
CONSULTANTS:	Allison J. McNay, Chairman, California Advisory Council on Education. Wesley P. Smith, California State Director of Vocational Education. Mike Russo, U. S. Office of Education. Charles W. Patrick, Associate Superintendent, San Diego City Schools. Don Krotz, Chairman, Northern California Industry-Education Council. J. Graham Sullivan, Deputy Superintendent, Los Angeles City Schools.
OUTCOMES:	Guideline booklets, models, institute proceedings, participants competence in rendering technical assistance and in replicating training program.
PARTICIPANTS:	100 — Teams from major cities composed of superintendent or appropriate assistant superintendent of schools, vocational education director and State Director of Vocational Education.

INSTITUTE IV

TITLE: Development of Vocational Guidance and Placement Personnel for Metropolitan Areas

INSTITUTE CO-DIRECTORS:

Dr. G. Dale Gutcher
Department of Vocational Education
Colorado State University
Fort Collins, Colorado

Dr. Margaret Blake
Department of Psychology
Colorado State College
Greeley, Colorado

PLACE: Colorado State University, Fort Collins, Colorado

DATE: May 11-15, 1970

TOPICS: "The Contemporary Counselor in Metropolitan Areas, His Duties and Opportunities", "A Small Step in the Right Direction", "Tools and Resources Available to Counselors", "The Counselor and the Community College", "New Techniques of School Counselors", "Placement and Retention", "Helping the Disadvantaged Find a Vocation", "Where Do We Go From Here".

CONSULTANTS:

Dr. Willis Dugan, Executive Director, APGA.

Dr. Peggy Hawley, Assistant Professor, San Diego State College.

Mr. Dave Pritchard, U.S.O.E.

Dr. Bill Boast, Instructional Dean, Denver Community College.

Dr. Henry Borow, Professor, University of Minnesota.

Dr. Reuben Zubrow, Professor, University of Colorado.

Dr. Norman Feingold, B'nai B'rith Vocational Service.

OUTCOMES: Institute proceedings, guideline materials, models, behavioral and attitudinal changes on the part of the participants, ability to render technical assistance to others seeking to improve vocational guidance and placement.

PARTICIPANTS: 100 — State directors of guidance in both general and vocational education units, counselor educators, representatives of American Personnel and Guidance Association, American Vocational Association, American Psychological Association's Division of Counseling and Psychology, State directors and State supervisors of vocational education, State superintendents of public instruction, city school superintendents and city directors of vocational education, some city teachers of vocational education subjects, principals of city schools and area vocational schools, junior college deans and presidents, and non school based vocational education supervisors and guidance personnel

INSTITUTE V

TITLE:	Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas
DIRECTOR:	Dr. Carl R. Bartel Professor of Industrial Technical Education Arizona State University Tempe, Arizona
PLACE:	Arizona State University, Tempe, Arizona
DATE:	June 1-5, 1970
TOPICS:	"The Vocational Education Program Today", "The Coordination Problem — Possible Solutions", "The Concept of Coordination", "Supportive Agencies and Resources", "The Need for Coordination of Supportive Services", "Counseling and Guidance Services".
CONSULTANTS:	Dr. Melvin Barlow, U.C.L.A. Dr. Burl Shoemaker, State Director, Columbus, Ohio. Dr. Merle Strong, Professor, University of Wisconsin. Dr. John Waters, Assistant Superintendent, Phoenix Union High School. Dr. Robert Ripley, Assistant Professor, Vocational Guidance & Counseling, Arizona State University. Dr. Walter Arnold, President, American Vocational Research Corporation. Dr. Morris Warren, Director, Experimental Educational Program, Arizona State University.
OUTCOMES:	Models, guidelines booklets, institute proceedings, instruction packages, participant ability to develop, operate, or replicate exemplary programs.
PARTICIPANTS:	75 — State and city health, welfare, and employment service directors, state and city guidance directors, state or assistant state directors of vocational education.

INSTITUTE VI

TITLE: Improving Preparation of Professional Personnel for Vocational Education in Metropolitan Areas.

INSTITUTE CO-DIRECTORS:

Dr. J. Clark Davis, Director
Research and Educational Planning Center
University of Nevada
Reno, Nevada

Dr. Len L. Trout, Assistant Director
Research and Educational Planning Center
University of Nevada
Reno, Nevada

PLACE: University of Nevada, Reno, Nevada

DATE: June 14-17, 1970

TOPICS: "Models for Metropolitan Teacher Training", "Who Needs Whom", "Federal Funds and Fences", "Participation Not Passivity".

CONSULTANTS:

Daniel Moynihan, Presidential Assistant for Urban Affairs.

James Hurt, Vanguard Redevelopment Bond and Mortgage, St. Louis, Missouri.

Bruce Wilkie, Executive Secretary, National Congress of Indians, Washington, D. C.

Eugene Gonzales, Assistant Superintendent of Education, State of California.

Rocco Siciliano, Former Undersecretary of Commerce, San Francisco, California.

Leon Lewis, U. S. Department of Labor.

Jack Hornbeck, Superintendent, San Diego City Schools.

Wayne Miller, Director, Oklahoma State Tech.
Duane Nielsen, U. S. Office of Education.

OUTCOMES: Models of exemplary preparation programs for professional personnel; guidelines for program improvements; ability to help organize and implement improved personnel training programs.

PARTICIPANTS: 100 — Academic vice presidents, college deans responsible for teacher education programs and others involved in program development for training vocational education personnel.

INSTITUTE VII

TITLE:	Updating the Process and Content of Teacher Education Curriculum to Reach Disadvantaged Youth in Metropolitan Areas
INSTITUTE DIRECTOR:	Dr. Mary Helen Haas Professor Department of Vocational Education Colorado State University Fort Collins, Colorado
ASS'T DIR.:	Mrs. Marcile Wood Consumer & Special Needs Coordinator Department of Vocational Education Colorado State University
PLACE:	Colorado State University, Fort Collins, Colorado
DATE:	July 6-17, 1970
TOPICS:	"Proverty and Deprivation in Urban America", "Knowing the Culture of Disadvantaged Urban Youth", "School Strategies that Fail Disadvantaged Youth", "Profiles of Successful Learning Experiences", "Creating Conditions for Learning", "Adapting Curriculum to Real Needs of Youth", "Contributions of an Interdisciplinary Approach to Vocational Teacher Education", "Teachers for the Real World", "The Flexible and Fixed in Teacher Certification and Accreditation".
CONSULTANTS:	Mrs. Helaine Dawson, Author, San Francisco. Dr. Norman Johnson, Professor, Carnegie-Mellon Institute. Dr. Robert Darcy, Professor, Colorado State University. Dr. Howard Higman, Professor, Unversity of Colorado. Dr. J. Eugene Haas, Professor, University of Colorado. Dr. Robert Lampman, Professor, University of Wisconsin. Senator George Brown, State of Colorado. Dr. Sam Wiggins, Dean of Education, Cleveland State University. Dr. Robert Bush, Professor, Stanford University. Mr. James Wilson, Assistant Director of Vocational Education, State of Colorado.
OUTCOMES:	Curriculum materials, models, institute proceedings, behavioral and attitudinal changes, guideline booklets, ability to render technical assistance, and to assist with program replication.
PARTICIPANTS:	75 — Vocational teacher educators from all vocational fields, some specialists on the disadvantaged, and city vocational teachers.

INSTITUTE VIII

TITLE:	Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas
INSTITUTE CO-DIRECTORS:	Dr. Raymond Needham, Dean Green River Community College Auburn, Washington Mr. Arthur A. Binnie, Director Vocational Education Green River Community College Auburn, Washington
PLACE:	University of Washington, Seattle
DATE:	August 3-8, 1970
TOPICS:	"The Challenge—Why Vocational Education at the Junior High", "Problems and Road Blocks to Career Orientation at the Junior High", "Supplementing Exemplary Programs at the Junior High Level", "Techniques for Determining Junior High Student Needs", "Project Need — Federal, State Involvement and Assistance", "An Experimental Junior High Course in Occupational Opportunities and Labor Market Processes", "Planning for Area Impact on the Urban Junior High".
CONSULTANTS:	Mr. Joe R. Clary, Assistant Professor, North Carolina State University. Dr. Larry Bremmer, University of Washington. Dr. Wes Tennison, Professor, University of Minnesota. Dr. David Island, Professor, University of Washington. Mr. Dean Wagaman, Director, Washington Program Development. Dr. Robert L. Darcy, Professor of Economics, Colorado State University. Dr. Phillip Powell, Director, M. H. Russell Center for Home Economics Education. Dr. Ben Yormak, Director of Vocational Education, Highline School District, Seattle, Washington.
OUTCOMES:	Guideline booklets, institute proceedings, models, ability to render technical assistance and help replicate programs at the State and local level.
PARTICIPANTS:	100 — State directors, area supervisors, and non-school based supervisors of guidance, State directors and supervisors of vocational education, city directors and teachers of vocational education, city principals of elementary, junior high and senior high schools, representatives of labor, business, and industry, and directors of area vocational schools.

INSTITUTE IX

TITLE: Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs

INSTITUTE CO-DIRECTORS:

Dr. Ivan E. Valentine, Professor
Colorado State University
Fort Collins, Colorado

Mr. Nelson W. Lowery
Director of Vocational Education
Albuquerque City School District
Albuquerque, New Mexico

PLACE:

University of Albuquerque
Albuquerque, New Mexico

DATE: September 14-18, 1970

TOPICS: "An Assessment of Present Informational Systems and Implications for Vocational Education", "Systems Analysis as an Instrument for Stimulating Change in Vocational Programs", "Long Range Planning for Vocational Education", "An Overview for the Application of Community Resources Relative to Specific Educational Needs", "Simulation Exercises and their Implication for Implementing Planned Program Change in Vocational Education".

CONSULTANTS:

Dr. William Stevenson, Director, Oklahoma Research Coordinating Unit.

Mr. Mike Russo, U. S. Office of Education.

Mr. Bobby Brown, Oklahoma AMIDS.

Dr. David Bushnell, Battelle Institute, Washington, D. C.

Dr. Jacob Kaufman, Professor, Pennsylvania State University.

Dr. Donald Anderson, The Ohio State University.

Dr. Sidney High, U. S. Office of Education.

Dr. Robert Darcy, Professor of Economics, Colorado State University.

OUTCOMES: Instructional packages, guideline booklets, models, institutional proceedings, behavioral and attitudinal changes, ability to render technical assistance or help replicate the program.

PARTICIPANTS: 50 — State RCU directors, directors of research in city school systems, State directors and assistant State directors of vocational education.

INSTITUTE X

TITLE: Annual and Long-Range Program Planning in Metropolitan Areas in Accordance with the Vocational Education Amendments of 1968

INSTITUTE CO-DIRECTORS:

Mr. Ernest L. Rush
Director of Vocational and Industrial Education
Little Rock Public Schools
West Markham and Izard Streets
Little Rock, Arkansas

Dr. Frank H. Troutman
Senior Industrial Specialist
Industrial Research & Extension Center
University of Arkansas
P. O. Box 3017, Little Rock, Arkansas

PLACE:

Marion Hotel
Little Rock, Arkansas

DATE: October 5-16, 1970

TOPICS: "The Planning Process: Its Role in Education", "Comprehensive Planning in Accordance with the Vocational Education Amendments of 1968", "Data Needs for Educational Planning", "Vocational Education in Perspective of Technological Change", "Manpower Forecasting", "Focusing Attention Upon Vocational Education Programs and their Relationship to Manpower Employment and Poverty", "Socioeconomic Characteristics of People", "Program Evaluation and Budgeting".

CONSULTANTS:

Dr. Daniel Creamer, Manager, Special Economics Projects, National Industrial Conference Board.

Dr. Rupert Evans, Dean, College of Education, University of Illinois.

Mr. Harold Goldstein, Associate Commissioner for Manpower and Employment.

Dr. Otto Legg, U. S. Office of Education.

Dr. John Letson, National Advisory Council on Vocational Education.

Dr. Charles Nix, Associate Commissioner for Planning, Texas Education Agency.

OUTCOMES: Instructional packages, special reports, individual ability to render technical assistance and replicate the program planning process in State and local communities.

PARTICIPANTS: 50 — Planning officers, program specialists, fiscal officers, and accountants from State and city education departments, and State or assistant State directors of vocational education.

APPLICATION

Since you are reading this brochure, you probably received it from the person in your area that will be nominating people as participants to one or more of these institutes, and you may be a nominee. This may further mean that you have been supplied with an application form that you should complete and mail, so that the selection and assignment process can be carried out with a high degree of sensitivity. If neither of the two circumstances mentioned above pertain to you, you may obtain an application form by writing to:

Dr. G. Dale Gutcher
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521
or you may call the same at: (303) 491-5160

PARTICIPANT SELECTION

With a quota of 800 qualified participants for 10 institutes, it is obvious that their selection must be very carefully carried out. Since each institute is intended to be a working conference, an important selection criterion will be the capacity of an individual to contribute to the solution of the problems being delt with. Other considerations will be the area of responsibility of the applicant, his geographic location, and his commitment to functioning as a member of a team of "change agents" that will utilize the knowledge and materials gained as a result of his participation, to effect changes in his community.

REIMBURSEMENT

Reimbursement procedures may differ among the various institutes, and may take the form of a $75 per week stipend or the provision of board and room by the sponsoring institution. Travel reimbursement may be made separately, and will be on the basis of air tourist rate, tax exempt, within the continental United States. If the total costs of institute travel do not permit full reimbursement, a pro rata distribution of funds will be made which will cover most, if not all, of the travel cost. In summary, the participants may expect to have air travel and living costs provided.

The Short-Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas are sponsored by the Organization and Administrative Studies Branch, Division of Comprehensive and Vocational Education Research, Bureau of Research, U. S. Office of Education, and offered through and coordinated by Colorado State University, Fort Collins, Colorado.

Discrimination prohibited—Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, creed, sex, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal assistance."

Colorado State University and each subcontracting institution complies with the spirit and intent of this law.

APPLICATION FORM

SHORT-TERM INSTITUTES FOR INSERVICE TRAINING OF PROFESSIONAL PERSONNEL RESPONSIBLE FOR VOCATIONAL-TECHNICAL EDUCATION IN WESTERN METROPOLITAN AREAS

Please type all responses:

Name Miss / Mrs. / Mr. / Dr. ______________________________
(Last) (First) (Initial)

Mailing Address ______________________________

______________________________ (Zip Code)

Office Phone: ________ Area Code ________ Home Phone: ________ Area Code ________

Indicate in order of preference four institutes you would be able to attend:

(You may make first choice of more than one institute.)

(1) ______________________________ (2) ______________________________

(3) ______________________________ (4) ______________________________

INSTITUTE I	New Vocational Education Concepts and Programs in Metropolitan Areas. February 2-6, 1970, Colorado State University, Fort Collins
INSTITUTE II	Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults in Metropolitan Areas. March 8-20, 1970, Oklahoma State University, Stillwater
INSTITUTE III	Administrative Coordination of Vocational Education in Metropolitan Areas. April 13-17, 1970, San Diego
INSTITUTE IV	Development of Vocational Guidance and Placement Personnel for Metropolitan Areas. May 11-15, 1970, Colorado State University, Fort Collins
INSTITUTE V	Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas. June 1-5, 1970, Arizona State University, Tempe
INSTITUTE VI	Improving Preparation of Professional Personnel for Vocational Education in Metropolitan Areas. June 15-19, 1970, University of Nevada, Reno
INSTITUTE VII	Updating the Process and Content of Teacher Education Curriculum to Reach Disadvanged Youth in Metropolitan Areas. July 6-17, 1970, Colorado State University, Fort Collins
INSTITUTE VIII	Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas. August 3-8, 1970, University of Washington, Seattle
INSTITUTE IX	Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs, September 14-18, 1970, Albuquerque
INSTITUTE X	Annual and Long-Range Program Planning in Metropolitan Areas in Accordance with the Vocational Education Amendments of 1968. October 5-16, 1970, Little Rock

Current Position ______________________________
(Title) (Years Held)

____
(Employer's name) (Address)

Major Responsibilities ______________________________

____

If selected for participation, would you be willing to contribute to the institute by:

________ (1) Appearing on a panel? Area of interest is____

____.

________ (2) Serving as a workshop group leader?

________ (3) Serving as a workshop group recorder?

________ (4) Acting as a resource person?

What knowledges, abilities, or materials do you perceive your participation can contribute most to these institutes?

Briefly describe your present or future activities which relate to the institutes you are interested in attending.

What are your primary reasons for wanting to participate in these institutes?

I AGREE that if accepted to participate in these institutes, I will be in attendance for the entire period unless prior arrangements have been made. Further, I understand that reimbursement arrangements will differ among the various institutes, and I agree to accept either provision of room and board, or a $75 per week stipend, whichever is offered by the sponsoring institution. I understand that reimbursement for travel will be made separately, and will be on the basis of air tourist rate, tax exempt, within the continental United States. If the total costs of institute travel do not permit full reimbursement, a pro rata distribution of funds based on cost of air tourist fare will be made. Furthermore, I understand that the programs developed by these institutes will be evaluated, and I agree to furnish the information necessary to evaluate my segment of the program.

Applicant ____
(Signature)

Nominated by ____
(Signature)

I suggest that this person could serve as a____
(to contribute to an institute)

PLEASE COMPLETE AND RETURN TO:

Dr. G. Dale Gutcher, Co-Director
Western Metropolitan Multiple Institutes
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Discrimination prohibited—Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, creed, sex, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal assistance.

Colorado State University and each subcontracting institution complies with the spirit and intent of this law."

APPENDIX M

MULTI-INSTITUTE PARTICIPANTS

Ellen Abbott (3)*
Grossmount Union High School
District
La Mesa, California

Joe M. Acuff (5)
Local Supervisor
State Department of Vocational
Education-MDT
302 W. Washington
Phoenix, Arizona 85003

Mr. H. C. Allen (8)
Principal, Junior High School
2006 Mimosa Drive
Corsicana, Texas 75110

Dr. Ben Alsip, Jr. (6)
Head, Industrial Technology
Department
Southeastern Louisiana College
Hammond, Louisiana 70401

Mrs. Phyllis G. Alvey (2)
State Coordinator of WIN Program
State Department of Vocational
Technical Education
1926 West Washington
Phoenix, Arizona 85104

Chester R. Anderson (5) (8)
General Coordinator
Occupational Information
Carver School
1514 Campbell
Kansas City, Missouri 64108

Mr. Jack Anderson (1)
Technical and Industrial Coordinator
512 East Van Buren Street
Phoenix, Arizona 85007

Dr. James Anderson (6)
Dean, College of Engineering
University of Nevada, Reno
Reno, Nevada 89507

Louis Anghilante (4)
Vocational Counselor
516 Nightingale
St. Louis, Missouri 63123

Mr. Richard H. Arndt (6)
Anchorage Borough School District
670 Fireweed Lane
Anchorage, Alaska 99503

Dr. Robert L. Atterbury (9)
Assistant Director
Testing and Evaluation
San Diego Unified Schools
4100 Normal Street
San Diego, California 92103

Roy E. Ayres (1) (7)
State Supervisor
Trade and Industrial Education
1502 West 11th Street
Stillwater, Oklahoma

John E. Baca (4)
Associate Director of Student Services
2920 San Pedro, NE
Albuquerque T-VI
Albuquerque, New Mexico

Mr. David Backman (2)
Specialist, Disadvantaged and
Handicapped Programs
Oregon Board of Education
942 Lancaster
Salem, Oregon

Mr. Fred Baer (1)
Supervisor of Industrial Education
Los Angeles City Schools
450 North Grand Avenue
Los Angeles, California 91042

* Institutes Attended

Mr. Edward L. Bailey (7) (8)
Head Counselor
Highline Public Schools
1503 S. W. Thistle Street
Seattle, Washington 98106

William W. Ball (3)
Teacher
Distributive Education
Cherry Creek Schools
Englewood, Colorado

Dean T. Banker (4)
Assistant Director and Instructor
Industrial Education
Hutchinson Community College
1300 N. Plum
Hutchinson, Kansas 67501

Dr. James R. Barber (9)
Director
Occupational Research Coordinating
Unit
Texas Education Agency
Capitol Station
201 East 11th Street
Austin, Texas 78711

Dr. Robert F. Barnes (9)
Coordinator, Researching
Coordinating Unit for
Vocational Education
721 Capitol Hall, Room 419
Sacramento, California 95814

Dr. Frank B. Barrows (6)
Assistant Professor
Industrial Technology Department
750 Mt. View
San Luis Obispo, California 93401

Dr. Carl Bartel (3)
Professor
Industrial -Technical Education
Arizona State University
Tempe, Arizona

Earl Bartholomew (7)
Supervisor, Business and
Data Processing
Utah Technical College
4600 South Redwood Road
Salt Lake City, Utah

Mr. Albert H. Bartschmid (8)
Director
Division of Special Education
Texas Education Agency
Drawer AA Capitol Station
Austin, Texas 78711

Abigail Basile (4)
Counselor Supervisor
1411 Main Street
Kansas City, Missouri 64105

Daniel L. Bates (5)
Supervisor
Counseling and Testing
Utah Department of Employment
190 West 800 North
Provo, Utah 84601

Dr. Wilfred Bates (2)
Director
Occupational Education
Western Kentucky University
Bowling Green, Kentucky 42101

Mr. Louis J. Bazzetta (8) (3) (10)
Coordinator
Industrial Education and Horticulture
Tucson Public School District #1
Morrow Education Center
P.O. Box 4040
Tucson, Arizona 85717

Theo O. Beach (10)
County Coordinator
Vocational-Technical Education, K-14
Arizona Western College
3100 Avenue A
Yuma, Arizona 85364

Cecil Beck (5)
Coordinator
Cooperative Education
School District #6
Beck Avenue
Cody, Wyoming 82414

Elwood Beehler (5)
Guidance Coordinator
Sahuaro High School
545 Camino Seco
Tucson, Arizona 85710

Dr. Camillle G. Bell (6) (9)
Chairman
Department of Home Economics Education
College of Home Economics
Texas Tech University
Lubbock, Texas 79409

Clarence Bell (10)
Statistician
Arkansas Employment Security
  Division
P. O. Box 2981
Little Rock, Arkansas 72203

Mr. Henry P. Bell (1) (5) (8)
Teacher
Industrial Arts
George Washington Junior High
2101 South Jackson Street
Seattle, Washington 98144

Mrs. Betty Benjamin (1)
Counselor
2548 Ward Drive
Lakewood, Colorado

Paul C. Bennewitz (3)
State Supervisor
Office and Distributive Education
Department of Vocational Education
Phoenix, Arizona

Carl R. Berg (5)
Manager
Employability Development
  Center-Salt Lake Department
  of Employment Security
345 South 6th East
Salt Lake City, Utah 84102

Mr. Eldon C. Bergstom (2)
Associate Director
Adult Education Institute EPDA
Ankeny, Iowa 50021

Robert J. Bethel (3)
Coordinator
Vocational Education
San Diego Unified School District
San Diego, California

Arthur A. Binnie (3)
Director
Vocational Education
Green River Community College
Auburn, Washington

Mr. Hal Birkland (2)
Coordinator, Special Needs
State Department of Education
Centennial Building
St. Paul, Minnesota 55101

Sam D. Birkner (4)
841 Marlene
Torrant County Junior College
Everman, Texas 76140

Marvin B. Bjorlin (4)
Senior Coordinator
Trade & Industry Program
Route 2
Box 85
Excelsior, Minnesota 55331

Dr. Duane Blake (5) (6)
Head
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Mr. Warren Blakenship (6)
Administrative Intern
Office of the President
University of Nevada, Reno
Reno, Nevada 89507

Jack Bobay (10) (2)
State Supervisor
Trade and Industrial Education
Nevada State Department of
  Education
Carson City, Nevada 89701

Mr. John L. Bobroff (2)
Assistant Principal
Albuquerque Public Schools
721 Tomasita, N.E.
Albuquerque, New Mexico 87112

Lee Bodkin (3)
Regional Coordinator
Vocational Education
State Department of Education
Oakland, California

Mr. William G. Bowden (6)
Supervising Principal
Reno High School
1060 Brentwood Drive
Reno, Nevada 89502

Sizemore Bowlan (1) (2) (3) (8)
Director
Vocational-Technical And
Continuing Education
Oklahoma City Public Schools
Oklahoma City, Oklahoma

Dr. Paul Braden (6)
Acting Director
School of Occupational and
Adult Education
Oklahoma State University
Stillwater, Oklahoma 74674

Dr. Cecil Bradley (6)
Vice-President
Occupational Education
and Special Services
Seattle Community Colleges
718 Broadway
Seattle, Washington 98122

Mrs. June A. Brahms (4)
Counselor
3201 Vivian Avenue
St. Paul, Minnesota 55112

Mr. Leroy Brannon (1) (9)
Assistant Director
Vocational-Technical Education
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APPENDIX N

TABLE 2A

PARTICIPANTS REPRESENTING CITIES SELECTED FOR PARTICIPATION IN MULTI-INSTITUTE PROJECT

N = 598

Cities	Number	Percent
Arizona		
Phoenix	23	3.8
Tucson	16	2.7
Arkansas		
Little Rock	16	2.7
California		
Oakland	2	0.3
Long Beach	5	0.8
Los Angeles	11	1.8
San Diego	21	3.5
San Francisco	6	1.0
Colorado		
Denver	28	4.7
Hawaii		
Honolulu	12	2.0
Louisiana		
New Orleans	7	1.2
Minnesota		
Minneapolis	13	2.2
St. Paul	11	1.8
Missouri		
Kansas City	11	1.8
St. Louis	3	0.5
Nebraska		
Omaha	2	0.3
New Mexico		
Albuquerque	29	4.8

TABLE 2A (Continued)

Cities	Number	Percent
Oklahoma		
Oklahoma City	28	4.7
Tulsa	1	0.2
Oregon		
Portland	19	3.2
Texas		
Dallas	2	0.3
Fort Worth	0	0
Houston	11	1.8
Utah		
Salt Lake City	19	3.2
Washington		
Seattle	32	5.4
TOTAL	328	54.7

TABLE 3A

STATES REPRESENTED BY PARTICIPANTS OF PROJECT

N = 598

States	Number	Percent
Alaska	3	0.5
Arizona	44	7.4
Arkansas	22	3.7
California	67	11.2
Colorado	57	9.5
Hawaii	13	2.2
Idaho	12	2.0
Iowa	3	0.5
Kansas	6	1.0
Louisiana	12	2.0
Minnesota	30	5.0
Missouri	29	4.8
Montana	6	1.0
Nebraska	17	2.8
Nevada	31	5.2
New Mexico	33	5.5
North Dakota	3	0.5
Oklahoma	55	9.2
Oregon	38	6.4
South Dakota	0	0
Texas	35	5.9
Utah	25	4.2
Washington	38	6.4
Wyoming	9	1.5
States represented which are not in the designated western half of the United States:		
Indiana	2	0.3
Kentucky	1	0.2
Ohio	1	0.2
Washington, D. C.	6	1.0
TOTAL	598	100.1

TABLE 4A

POSITIONS HELD BY PARTICIPANTS OF MULTI-INSTITUTE PROJECT

N = 598

Position	Number	Percent
Principals	24	4.0
Vice-principals	5	0.8
Assistant principals	5	0.8
Vice-president of high school	1	0.2
Counselors	39	6.5
Teachers	22	3.7
College or university presidents	2	0.3
Vice-presidents of College or University	5	0.8
College provost	1	0.2
Deans	21	3.5
Associate deans	3	0.5
Chairmen of department	13	2.2
Heads of department	11	1.8
Professors	10	1.7
Associate professors	12	2.0
Assistant professors	14	2.3
Teacher-educators	7	1.2
Instructors	15	2.5
Extension agent	1	0.2
Sociologist	1	0.2
Graduate assistants	8	1.3
Supervisors	63	10.5
Coordinators	74	12.4
Directors	82	13.7
Associate directors	3	0.5
Assistant directors	13	2.2
Consultants	30	5.0
Specialists	18	3.0
Community workers	17	2.8
Superintendent	1	0.2
Deputy superintendent	1	0.2
Associate superintendent	1	0.2
Assistant superintendents	12	2.0

TABLE 4A (Continued)

N = 598

Position	Number	Percent
Administrators	9	1.5
Administrative assistants	5	0.8
Administrative intern	1	0.2
Manager	1	0.2
Statistician	1	0.2
Representative of business	1	0.2
Board of Education members	2	0.3
Advisor	1	0.2
Special assistant to mayor	1	0.2
Manpower coach	1	0.2
Area manpower analyst	1	0.2
Cooperative manpower planning committee-executive secretary	1	0.2
System program evaluator	1	0.2
Planner	1	0.2
Staff assistants	2	0.3
Advisory committee representatives	4	0.7
Educational program analyst	1	0.2
U.S. Office of Education representatives	6	1.0
Editor of *Native Nevadan*	1	0.2
Unknowns	22	3.7
TOTAL	598	100.4

APPENDIX O

TABLE 5A

NUMBER OF PARTICIPANTS ATTENDING EACH INSTITUTE

N = 720

Institute Number	Title	Number	Percent
I	New Vocational Education Concepts and Programs in Metropolitan Areas	77	10.7
II	Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults in Metropolitan Areas	79	11.0
III	Administrative Coordination of Vocational Education in Metropolitan Areas	91	12.6
IV	Development of Vocational Guidance and Placement Personnel for Metropolitan Areas	80	11.1
V	Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas	63	8.8
VI	Improving Preparation of Professional Personnel for Vocational Education in Metropolitan Areas	95	13.2
VII	Updating the Process and Content of Teacher Education Curriculum to Reach Disadvantaged Youth in Metropolitan Areas	50	6.9

TABLE 5A (Continued)

N = 720

Institute Number	Title	Number	Percent
VIII	Improving Orientation Programs for Junior High School Students in Metropolitan Areas	83	11.5
IX	Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs	50	6.9
X	Annual and Long Range Program Planning in Metropolitan Areas in Accordance with the Vocational Education Amendments of 1968	52	7.2
	TOTAL	720	99.9

TABLE 6A

NUMBER OF PARTICIPANTS WHO ATTENDED MORE THAN ONE INSTITUTE

N = 720

	Number of Institutes Attended									
	2		3		4		5		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number of participants	80	11.1	13	1.8	4	0.6	1	0.1	98	13.6

TABLE 7A

ACTUAL NUMBER OF PARTICIPANTS ATTENDING EACH INSTITUTE COMPARED WITH SUGGESTED NUMBER OF PARTICIPANTS

Institute* Number	Suggested Number of Participants		Actual Number of Participants	
	Number	Percent of 800	Number	Percent of 720
I	75	9.4	77	10.7
II	75	9.4	79	11.0
III	100	12.5	91	12.6
IV	100	12.5	80	11.1
V	75	9.4	63	8.8
VI	100	12.5	95	13.2
VII	75	9.4	50	6.9
VIII	100	12.5	83	11.5
IX	50	6.3	50	6.9
X	50	6.3	52	7.2
TOTAL	800	100.2	720	99.9

* Please refer to page for Institute title.

TABLE 8A

PARTICIPANTS AT EACH INSTITUTE
REPRESENTING CITIES SELECTED FOR PARTICIPATION

N = 720

	Institutes											
Cities	I	II	III	IV	V	VI	VII	VIII	IX	X	Total Number	Per-Cent
Arizona												
Phoenix	2	2	2	4	8	1	2	4	1	0	36	3.6
Tucson	1	2	2	2	3	1	0	4	0	2	17	2.4
Arkansas												
Little Rock	0	3	2	0	1	1	2	4	1	3	17	2.4
California												
Oakland	0	0	2	0	0	0	0	0	0	0	2	0.3
Long Beach	2	0	2	1	0	1	0	0	0	1	7	1.0
Los Angeles	4	7	0	1	0	0	0	0	0	0	12	1.7
San Diego	3	0	6	1	4	3	3	4	1	0	25	3.5
San Francisco	2	0	2	0	1	1	0	0	2	2	10	1.4
Colorado												
Denver	8	1	8	4	2	3	0	7	1	1	35	4.9
Hawaii												
Honolulu	1	1	3	1	2	2	0	1	1	1	13	1.8
Louisiana												
New Orleans	0	0	1	1	2	0	1	2	2	0	9	1.3
Minnesota												
Minneapolis	1	0	3	1	1	0	1	4	2	1	14	1.9
St. Paul	0	1	1	2	1	2	0	4	0	2	13	1.8
Missouri												
Kansas City	2	0	1	2	3	0	2	1	2	1	14	1.9
St. Louis	0	0	0	1	0	0	2	1	0	0	4	0.6

TABLE 8A (Continued)

N = 720

Cities	Institutes										Total Number	Per-cent
	I	II	III	IV	V	VI	VII	VIII	IX	X		
Nebraska												
Omaha	1	1	0	0	0	0	0	0	0	0	2	0.3
New Mexico												
Albuquerque	4	4	1	2	1	4	2	5	10	0	33	4.6
Oklahoma												
Oklahoma City	2	19	4	1	1	1	2	2	0	2	34	4.7
Tulsa	0	1	0	0	0	0	0	0	0	0	1	0.1
Oregon												
Portland	7	0	5	2	1	3	0	1	4	4	27	3.8
Texas												
Dallas	0	0	0	1	0	0	2	0	0	1	4	0.6
Fort Worth	0	0	0	0	0	0	0	0	0	0	0	0.0
Houston	3	0	2	2	2	0	0	3	0	1	13	1.8
Utah												
Salt Lake City	3	1	5	3	1	2	2	3	3	4	27	3.8
Washington												
Seattle	9	1	7	6	7	3	2	9	3	4	51	7.1
Total Number	55	37	66	37	42	28	23	59	33	30	410	56.7
Percent	7.6	5.1	9.2	5.1	5.8	3.9	3.2	8.2	4.6	4.2		56.9

TABLE 9A

POSITIONS HELD BY PARTICIPANTS OF EACH INSTITUTE

Institute Institute Number	I		II		III		IV		V		VI		VII		VIII		IX		X		TOTALS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Principals	7	9.1	1	1.3	1	1.1	0	0.0	2	3.2	5	5.3	3	6.0	6	7.2	2	4.0	0	0.0	27	3.8
Vice-principals	3	3.9	0	0.0	0	0.0	0	0.0	0	0.0	1	1.1	0	0.0	0	0.0	0	0.0	1	1.9	5	0.7
Assistant principals	0	0.0	1	1.3	0	0.0	1	1.3	0	0.0	0	0.0	1	2.0	2	2.4	0	0.0	0	0.0	5	0.7
Vice-president of high schools	0	0.0	0	0.0	1	1.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
Counselors	3	3.9	1	1.3	1	1.1	22	27.5	5	7.9	2	2.1	4	8.0	9	10.8	1	2.0	0	0.0	48	6.7
Teachers	3	3.9	1	1.3	3	3.3	2	2.5	1	1.6	2	2.1	9	18.0	5	6.0	0	0.0	0	0.0	26	3.6
College presidents	1	1.3	0	0.0	0	0.0	1	1.3	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	0.4
Vice-presidents of colleges	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	5.3	0	0.0	0	0.0	0	0.0	0	0.0	5	0.7
College provost	0	0.0	0	0.0	0	0.0	0	0.0	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
Deans	1	1.3	0	0.0	5	5.5	1	1.3	3	4.8	12	12.6	1	2.0	0	0.0	0	0.0	0	0.0	23	3.2
Associate deans	1	1.3	0	0.0	1	1.1	0	0.0	0	0.0	2	2.1	0	0.0	0	0.0	1	2.0	0	0.0	5	0.7
Chairman of departments	3	3.9	2	2.5	1	1.1	0	0.0	0	0.0	4	4.2	4	8.0	1	1.2	3	6.0	1	1.9	19	2.6
Heads of departments	4	5.2	0	0.0	1	1.1	0	0.0	1	1.6	6	6.3	0	0.0	0	0.0	1	2.0	1	1.9	14	1.9
Professors	1	1.3	1	1.3	1	1.1	1	1.3	1	1.6	2	2.1	0	0.0	1	1.2	1	2.0	2	3.9	11	1.5
Associate professors	1	1.3	2	2.5	2	2.2	2	2.5	0	0.0	4	4.2	0	0.0	0	0.0	2	4.0	0	0.0	13	1.8
Assistant professors	1	1.3	5	6.3	2	2.2	3	3.8	0	0.0	3	3.2	2	4.0	0	0.0	0	0.0	1	1.9	17	2.4
Teacher-educators	1	1.3	1	1.3	1	1.1	1	1.3	0	0.0	2	2.1	1	2.0	0	0.0	0	0.0	1	1.9	8	1.1
Instructors	1	1.3	13	16.5	1	1.1	1	1.3	0	0.0	0	0.0	0	0.0	2	2.4	0	0.0	0	0.0	18	2.5
Extension Agent	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.0	0	0.0	0	0.0	0	0.0	1	0.1
Sociologist	0	0.0	1	1.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
Graduate Assistants	0	0.0	0	0.0	0	0.0	4	5.0	0	0.0	1	1.1	2	4.0	0	0.0	3	6.0	0	0.0	10	1.4
Supervisors	12	15.6	8	10.1	11	12.1	9	11.3	7	11.1	8	8.4	6	12.0	10	12.0	1	2.0	4	7.7	76	10.6
Coordinators	11	14.3	9	11.4	13	14.3	10	12.5	13	20.6	6	6.3	6	12.0	10	12.0	5	10.0	7	13.5	90	12.5
Directors	9	11.7	5	6.3	20	22.0	5	6.3	12	19.1	12	12.6	4	8.0	13	15.7	15	30.0	12	23.1	107	14.9
Associate directors	0	0.0	1	1.3	1	1.1	1	1.3	0	0.0	1	1.1	0	0.0	0	0.0	0	0.0	0	0.0	4	0.6
Assistant directors	2	2.6	0	0.0	2	2.2	2	2.5	1	1.6	0	0.0	0	0.0	2	2.4	4	8.0	3	5.8	16	2.2
Consultants	2	2.6	0	0.0	3	3.3	4	5.0	5	7.9	4	4.2	2	4.0	9	10.8	0	0.0	7	13.5	36	5.0
Specialist	2	2.6	2	2.5	3	3.3	0	0.0	3	4.8	1	1.1	0	0.0	4	4.8	4	8.0	2	3.9	21	2.9
Community worker	0	0.0	17	21.5	0	0.0	0	0.0	0	0.0	0	0.0	2	4.0	0	0.0	0	0.0	0	0.0	19	2.6
Superintendent	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.0	0	0.0	0	0.0	0	0.0	1	0.1
Deputy Superintendent	0	0.0	0	0.0	1	1.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
Associate Superintendent	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
Assistant Superintendent	4	5.2	0	0.0	4	4.4	0	0.0	0	0.0	1	1.1	0	0.0	2	2.4	2	4.0	2	3.9	15	2.1
Administrators	0	0.0	3	3.8	3	3.3	0	0.0	0	0.0	1	1.1	0	0.0	1	1.2	0	0.0	3	5.8	11	1.5
Administrative Assistants	1	1.3	2	2.5	1	1.1	0	0.0	2	3.2	0	0.0	0	0.0	0	0.0	1	2.0	1	1.9	8	1.1
Administrative interns	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
Manager	0	0.0	0	0.0	0	0.0	0	0.0	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
Statistician	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.9	1	0.1
Representative of Business	0	0.0	0	0.0	0	0.0	0	0.0	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
Board of Education members	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.1	0	0.0	0	0.0	1	2.0	0	0.0	2	0.3
Advisor	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.2	0	0.0	0	0.0	1	0.1
Special Assistant to mayor	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.2	0	0.0	0	0.0	1	0.1
Manpower coach	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.2	0	0.0	0	0.0	1	0.1

TABLE 9A

POSITIONS HELD BY PARTICIPANTS OF EACH INSTITUTE (Continued)

Institute Number	I		II		III		IV		V		VI		VII		VIII		IX		X		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Area Manpower Analyst	0	0.0	0	0.0	1	1.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
Cooperative Manpower Planning Committee-Executive Secretary	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
System Program Evaluator	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.0	0	0.0	1	0.1
Planner	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.9	1	0.1
Staff assistant	0	0.0	0	0.0	1	1.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.0	1	1.9	3	0.4
Advisory committee representative	0	0.0	0	0.0	2	2.2	0	0.0	0	0.0	1	1.1	0	0.0	1	1.2	0	0.0	1	1.9	5	0.7
Educational program analyst	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.0	0	0.0	1	0.1
U.S. Office of Education representatives	0	0.0	0	0.0	2	2.2	2	2.5	2	3.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	0.8
Editor of Native Nevadan	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
Unknown	3	3.9	3	3.8	2	2.2	8	10.0	1	1.6	4	4.2	1	2.0	2	2.4	0	0.0	0	0.0	24	3.3
Totals	77	100.1	79	100.1	91	100.1	80	100.5	63	100.2	95	100.5	50	100.0	83	99.7	50	100.0	52	100.1	720	99.1

TABLE 10A

STATES REPRESENTED BY PARTICIPANTS AT EACH INSTITUTE

N = 720

	Institute Number*											
States	I	II	III	IV	V	VI	VII	VIII	IX	X	Total Number	Per-cent
Alaska	0	0	0	1	0	1	1	0	0	0	3	0.4
Arizona	3	5	5	8	11	2	2	8	1	3	48	6.7
Arkansas	1	3	2	1	1	3	2	5	1	6	25	3.5
California	13	0	24	6	6	13	4	6	4	4	80	11.1
Colorado	9	6	14	15	6	5	7	10	3	1	76	10.6
Hawaii	1	1	3	1	3	2	0	1	1	1	14	1.9
Idaho	0	9	0	0	1	0	1	0	1	0	12	1.7
Iowa	0	1	0	0	0	1	0	1	0	0	3	0.4
Kansas	0	0	1	1	1	0	1	0	0	2	6	0.8
Louisiana	0	1	1	1	2	1	1	2	3	2	14	1.9
Minnesota	1	1	4	5	2	3	2	10	2	3	33	4.6
Missouri	2	1	2	5	4	5	5	4	3	3	34	4.7
Montana	0	4	0	0	0	0	2	0	1	0	7	1.0
Nebraska	3	3	0	1	3	2	1	2	2	1	18	2.5
Nevada	1	2	3	4	1	26	0	0	1	1	39	5.4
New Mexico	4	5	1	2	1	5	3	5	11	0	37	5.1
North Dakota	0	0	0	0	1	1	0	1	0	0	3	0.4
Oklahoma	10	26	4	4	1	6	5	3	2	5	66	9.2
Oregon	9	1	7	9	2	4	3	3	5	6	49	6.8
South Dakota	0	0	0	0	0	0	0	0	0	0	0	0.0
Texas	4	3	3	4	3	7	4	7	2	6	43	6.0
Utah	6	2	5	3	3	2	2	4	3	4	34	4.7
Washington	9	1	9	7	7	3	3	9	4	4	56	7.8
Wyoming	1	1	1	0	2	3	0	2	0	0	10	1.4
State represented which are not in the designated western half of the United States:												
Indiana	0	2	0	0	0	0	0	0	0	0	2	0.3

TABLE 10A (Continued)

N = 720

States	Institute Number*										Total Number	Per-cent
	I	II	III	IV	V	VI	VII	VIII	IX	X		
Kentucky	0	1	0	0	0	0	0	0	0	0	1	0.1
Ohio	0	0	0	0	0	0	1	0	0	0	1	0.1
Washington,D.C.	0	0	2	2	2	0	0	0	0	0	6	0.8
TOTAL	77	79	91	80	63	95	50	83	50	52	720	99.9

* Refer to page for titles of institutes

APPENDIX P

PROJECT STAFF

Project Directors

Director:
Dr. Duane L. Blake
Head, Department of Vocational Education
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Fort Collins, Colorado 80521

Co-Director:
Dr. G. Dale Gutcher
Assistant Professor
Department of Vocational Education
Colorado State University
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Institute Directors

Institute I

Director:
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Institute II

Co-Director:
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State Department of Vocational and Technical
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Dr. Paul V. Braden
Acting Director and Associate Professor
School of Occupational and Adult Education
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Stillwater, Oklahoma 74074

Institute III

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Professor, School of Education
University of California
Los Angeles, California

Co-Director:

J. Lyman Goldsmith
Director, Occupational Education Branch
Los Angeles City Unified School District
Los Angeles, California

Institute IV

Co-Directors:

Dr. Margaret Blake
Department of Psychology
University of Northern Colorado
Greeley, Colorado

Dr. G. D. Gutcher
Department of Vocational Education
Colorado State University
Fort Collins, Colorado

Institute V

Director:

Dr. Carl Bartel, Professor
Industrial Technical Education
Division of Technology
Arizona State University
Tempe, Arizona 85281

Institute VI

Director:

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Research and Educational Planning Center
College of Education
University of Nevada
Reno, Nevada 89507

Co-Director:

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Research and Educational Planning Center
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Institute VIII

Director:
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Green River Community College
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Co-Director:
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Green River Community College
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Institute IX

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APPENDIX Q

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N = 140

Institute I

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Dr. Merle Strong
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Evaluation USOE

Doc Hall
Human Ecologist for the Oklahoma
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Coordinator of the School
Community Worker

Mr. Clyde Hamm
Chief
Community Employment Development
Employment Security

Mr. Larry Hansen
Director
CAMPS
Oklahoma

Dr. George Henderson
Goldman Professor of Human Relations
Oklahoma University

Mr. Bob Hickey
Manager of Personnel
Placement and Relations
General Electric

Mr. Manuel Jimenez
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Los Angeles AMIDS

Miss Barbara Kemp
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Oklahoma University

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Mr. Joe Walker
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Institute III

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El Cajon, California

Eldridge W. Reese
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Urban Coalition

Institute IV

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Utah Technical College
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Dr. Norman Feingold
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Institute V

Dr. Melvin Barlow
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Mr. Eugene Dorr
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State Department of Vocational Education
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Chairman, Interagency Task Force on Human Resources
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302

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Institute VI

External

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Kennecott Copper Corporation
Nevada Mines Division
McGill, Nevada

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U. S. Office of Education
Washington, D. C.

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Oregon State University
Corvallis, Oregon

Honorable Rocco Siciliano
Under Secretary of the Department of Commerce
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Congressmen

The Honorable Howard W. Cannon
Senator, State of Nevada
United States Senate
Capitol Building
Washington, D. C.

The Honorable Warren G. Magnuson
Senator, State of Washington
United States Senate
Capitol Building
Washington, D. C.

The Honorable Peter N. Kyros
Congressman, State of Maine
United States House of Representatives
Capitol Building
Washington, D. C.

The Honorable Lloyd Meeds
Congressman, State of Washington
United States House of Representatives
Capitol Building
Washington, D. C.

The Honorable Roman C. Pucinski
Congressman, State of Illinois
United States House of Representatives
Capitol Building
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Internal

Dr. J. Clark Davis
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College of Education
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Reno, Nevada

Dr. Len L. Trout
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Mrs. Gerry McGinley
Research Assistant
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College of Education
University of Nevada, Reno
Reno, Nevada

Institute VII

Dr. Robert Allen
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Director
Colorado State University Youth-In-Action Project
C.S.U. Extension Service and Department of Social Welfare
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Senator George Brown
State of Colorado
Executive Director
Metropolitan Denver Urban Coalition
Denver, Colorado

Mr. Sam Burns
Foundation for Urban and Neighborhood Development
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Denver, Colorado

Mr. Gilbert Cargajal
Blevins Jr. High Spanish Teacher
Fort Collins, Colorado
(Junior Achievement Director in Loveland)

Dr. J. Leo Cefkin
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Colorado State University
Fort Collins, Colorado

Dr. Ronald Corwin
Professor
Department of Sociology
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Columbus, Ohio
(Director of Teacher Corps evaluation project)

Dr. Robert Darcy
Professor
Department of Economics
Colorado State University
Fort Collins, Colorado

Mr. M. C. Davis
Assistant Principal
Smiley Jr. High School
Director, Colorado TTT Project
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Mrs. Helaine Dawson
Associate Professor of Education
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San Francisco, California

Dr. J. Eugene Haas
Professor
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Boulder, Colorado

Dr. Howard Higman
Professor and Chairman
Department of Sociology
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  Information Institute
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Pittsburgh, Pennsylvania

Mr. James Oliver
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Youth-In-Action
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Management Information and Certification
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Colorado Department of Education
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Bureau of Higher Education
Department of Education
Michigan State University
East Lansing, Michigan

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Rosemont, Illinois

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Manager
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Chairman, Foundation for Urban and Neighborhood
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Denver, Colorado

Mr. Joe Walker
Director
Guidance and Testing Community
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Dr. Sam Wiggins
Dean
College of Education
Cleveland State University
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Mr. James Wilson
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State Board for Community Colleges and
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Colorado State Chairman for North Central
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Colorado State University
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Regional Office
U. S. Office of Education
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Director
M. H. Russell Center for Economic Education
Henderson State Teacher's College
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APPENDIX R

INSTITUTE EVALUATION INSTRUMENTS

TO THE PARTICIPANT:

We solicit your cooperation in helping us to evaluate this institute. The evaluation of the institute consists of two forms to be administered prior to the start of the institute, and three forms to be administered at the end of the institute. Form 1, which will be administered at the beginning and again at the end of the institute, solicits your opinions about vocational education. Form 2, which deals with general beliefs, also will be administered at the beginning and again at the end of the institute. Form 3, which seeks your opinion regarding the conduct of the institute, will be given only at the end of the institute.

Please provide the following information about yourself. BE ASSURED THAT ALL RESPONSES WILL BE TREATED CONFIDENTIALLY. Only the evaluator will see your paper. The responses will be summarized and used in the interim and final reports. SINCE WE ARE NOT ASKING YOU FOR YOUR NAME, PLEASE BE SURE TO INCLUDE YOUR DATE OF BIRTH SO THAT WE CAN PAIR YOUR PRETEST WITH YOUR POST-TEST.

Institute:________________________________ Date:__________

Sex: ________________ Date of Birth:________________

State: ________________

Position: ____

Highest Degree Obtained:________________

Vocational Field:

____ Agricultural Education

____ Business and Office Education

____ Distributive Education

____ Health Education

____ Home Economics

____ Industrial Arts

____ Technical Education

____ Trade and Industrial Education

____ Guidance

____ Other (Specify)________________

FORM 1

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

1. No real benefit can be expected of vocational education courses. SA A ? D SD

2. Students capable of success in college should be discouraged from taking vocational education courses. SA A ? D SD

3. The importance of vocational education cannot be emphasized enough. SA A ? D SD

4. Failure to offer vocational education cannot be justified in a democratic society. SA A ? D SD

5. Vocational education is geared to the past. SA A ? D SD

6. The major function of the high school should be the preparation of students for entrance into college. SA A ? D SD

7. Vocational education should be offered only to students with low academic ability. SA A ? D SD

8. The cost of training workers should not be born by the public school system. SA A ? D SD

9. There is no place in secondary schools for vocational education. SA A ? D SD

10. Vocational education should be handled outside the academic school system--in technical institutes or community colleges. SA A ? D SD

11. Increased emphasis on vocational education would not result in fewer dropouts. SA A ? D SD

12. Every high school graduate should be equipped with a salable skill. SA A ? D SD

13. Increased vocational education may be the answer to the problems of unemployment. SA A ? D SD

14. Academic educational courses are more useful than vocational courses to the average student. SA A ? D SD

15. No secondary school should be accredited unless it offers a comprehensive program of vocational education, given adequate funds. SA A ? D SD

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

		SA	A	?	D	SD
16.	The information provided in the college preparatory courses can be applied to more jobs than the information available in vocational education courses.	SA	A	?	D	SD
17.	More students should be encouraged to enroll in vocational education programs.	SA	A	?	D	SD
18.	Vocational education is an education frill.	SA	A	?	D	SD
19.	No area of education is more important than vocational education.	SA	A	?	D	SD
20.	Public expenditure of funds for vocational education is the best educational expenditure that can be made.	SA	A	?	D	SD
21.	The general education curriculum is the best preparation for entry into an occupation upon graduation from high school.	SA	A	?	D	SD
22.	Vocational education courses are as important for college bound students as they are for non-college bound students.	SA	A	?	D	SD
23.	The proportion of the school budget allocated to vocational education should be increased markedly.	SA	A	?	D	SD
24.	Vocational education is one answer to youth unrest in this country.	SA	A	?	D	SD
25.	Redistribution of present education funds to emphasize vocational education would probably yield a higher national per capita income.	SA	A	?	D	SD
26.	Vocational education courses prepare students for many jobs which lack prestige.	SA	A	?	D	SD
27.	All students should be enrolled in at least one vocational education class while in school.	SA	A	?	D	SD
28.	Rural youth are being educationally short-changed due to inadequate vocational offerings.	SA	A	?	D	SD
29.	Vocational education in rural areas is more important than vocational education in urban areas.	SA	A	?	D	SD

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

---

30. Currently employed rural vocational education teachers are less adequately prepared than vocational education teachers in general. SA A ? D SD

31. More inclusive preparation is required for vocational teachers in general than for rural vocational education teachers. SA A ? D SD

32. Only the non-college-bound need vocational education. SA A ? D SD

33. Academic courses are applicable to a wider spectrum of jobs than vocational education courses. SA A ? D SD

34. Most students would not benefit from the job skill instruction offered in vocational education programs. SA A ? D SD

35. Vocational education courses are beneficial primarily for those who are terminating their education at the end of high school. SA A ? D SD

36. The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum. SA A ? D SD

37. Vocational education courses provide learning experiences geared to individual needs better than academic courses. SA A ? D SD

38. Vocational education programs help keep the potential dropout in school. SA A ? D SD

39. Vocational training is not as valuable to society as training for the professions. SA A ? D SD

FORM 2

*This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you think you should choose or the one you would like to be true. This is a measure of personal belief: obviously there are no right or wrong answers.

1. a. Children get into trouble because their parents punish them too much.
   b. The trouble with most children nowadays is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.
   b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
   b. There will always be wars, no matter how hard people try to prevent them.

4. a. In the long run people get the respect they deserve in this world.
   b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is nonsense.
   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks one cannot be an effective leader.
   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try some people just don't like you.
   b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality.
   b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.
   b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10.a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
   b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11.a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
   b. Getting a good job depends mainly on being in the right place at the right time.

12.a. The average citizen can have an influence in government decisions.
   b. This world is run by the few people in power, and there is not much the little guy can do about it.

13.a. When I make plans, I am almost certain that I can make them work.
   b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14.a. There are certain people who are just no good.
   b. There is some good in everybody.

15.a. In my case getting what I want has little or nothing to do with luck.
   b. Many times we might just as well decide what to do by flipping a coin.

16.a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
   b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17.a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
   b. By taking an active part in political and social affairs the people can control world events.

18.a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
   b. There is really no such thing as "luck".

19.a. One should always be willing to admit mistakes.
   b. It is usually best to cover up one's mistakes.

20.a. It is hard to know whether or not a person really likes you.
   b. How many friends you have depends upon how nice a person you are.

21.a. In the long run the bad things that happen to us are balanced by the good ones.
   b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22.a. With enough effort we can wipe out political corruption.
b. It is difficult for people to have much control over the things politicians do in office.

23.a. Sometimes I can't understand how teachers arrive at the grades they give.
b. There is a direct connection between how hard I study and the grades I get.

24.a. A good leader expects people to decide for themselves what they should do.
b. A good leader makes it clear to everybody what their jobs are.

25.a. Many times I feel that I have little influence over the things that happen to me.

26.a. People are lonely because they don't try to be friendly.
b. There's not much use in trying too hard to please people, if they like you, they like you.

27.a. There is too much emphasis on athletics in high school.
b. Team sports are an excellent way to build character.

28.a. What happens to me is my own doing.
b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29.a. Most of the time I can't understand why politicians behave the way they do.
b. In the long run the people are responsible for bad government on a national as well as on a local level.

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*Rotter, J. B. Generalized expectancies for internal versus external control of reinforcement. Psychological Monographs, 80, 1966, 1-28.

FORM 3

NOTE: Please Do Not Sign Your Name

Key: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

1. The objectives of this institute were clear to me. SA A ? D SD
2. The objectives of this institute were not realistic. SA A ? D SD
3. The participants accepted the purposes of this institute. SA A ? D SD
4. The objectives of this institute were not the same as my objectives. SA A ? D SD
5. I have not learned anything new. SA A ? D SD
6. The material presented seemed valuable to me. SA A ? D SD
7. I could have learned as much by reading a book. SA A ? D SD
8. Possible solutions to my problems were not considered. SA A ? D SD
9. The information presented was too elementary. SA A ? D SD
10. The speakers really knew their subject. SA A ? D SD
11. I was stimulated to think about the topics presented. SA A ? D SD
12. We worked together well as a group. SA A ? D SD
13. The group discussions were excellent. SA A ? D SD
14. There was little time for informal conversation. SA A ? D SD
15. I had no opportunity to express my ideas. SA A ? D SD
16. I really felt a part of this group. SA A ? D SD
17. My time was well spent. SA A ? D SD
18. The institute met my expectations. SA A ? D SD
19. Too much time was devoted to trivial matters. SA A ? D SD
20. The information presented was too advanced. SA A ? D SD
21. The content was not readily applicable to the important problems in this area. SA A ? D SD

22. Theory was not related to practice. SA A ? D SD

23. The printed materials that were provided were very helpful. SA A ? D SD

24. The schedule should have been more flexible. SA A ? D SD

25. As a result of your participation in this institute, do you plan to modify either your present or future work? YES_______ NO_______

If YES, please describe the nature of the most important of such modifications and the activities which will be affected.

26. As a result of your contact with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them, i.e., to establish some continuing relation with a participant(s) and/or consultant(s), for the purpose of information exchange?

YES__________ NO__________

If YES, what types of information can the consultant or participant contribute that would be helpful to your work?

27. To what extent were the objectives of this institute attained?__________

28. In your opinion, what were the major strengths of this institute?__________

29. In your opinion, what were the major weaknesses of this institute?

30. If you were asked to conduct an institute similar to this one, what would you do differently from what was done in this institute?

31. Additional comments about institute.

32. If you had it to do over again would you apply for this institute which you have just completed? YES_______ NO________ UNCERTAIN_________

33. If an institute such as this is held again would you recommend to others like you that they attend? YES_______ NO________ UNCERTAIN_________

POST-INSTITUTE EVALUATION INSTRUMENT

Dear Participant:

We solicit your cooperation in helping us to evaluate Institute No. 4 entitled: "Development of Vocational Guidance and Placement Personnel for Metropolitan Areas" which you attended May 11-15, 1970, at Colorado State University.

Please provide the following information about yourself and respond to the items on the following pages. Be assured that all responses will be treated confidentially. Only the evaluator will see your paper. The responses will be summarized and used in the final report.

Kindly return this instrument to me as soon as possible.

Thank you for your help.

Sincerely,

Dr. G. D. Gutcher
Co-Director, Western
Metropolitan Multi-Institute Project
Colorado State University
Fort Collins, Colorado 80521

GDG/jm

Present Date______________________ Sex________ Date of Birth______

Name____

City______________________________ State______________________

Position____

POST INSTITUTE EVALUATION INSTRUMENT

Because of information gained at the institute, I: (Please check correct response):	YES	NO
1. Have re-evaluated present vocational programs.	___	___
2. Have made changes in present vocational programs.	___	___
3. Have explained new concepts to vocational teachers in the school district, institution, or state that I represent.	___	___
4. Have constructed new curricula.	___	___
5. Have helped others construct new curricula.	___	___
6. Have planned new instructional programs.	___	___
7. Have written courses of study.	___	___
8. Have written proposals for vocational programs.	___	___
9. Have written articles or other materials.	___	___
10. Have initiated exemplary programs.	___	___
11. Have been working more closely with various segments of the community such as business, industry, and/or agriculture.	___	___
12. Have given talks on vocational education.	___	___
13. Have been working more effectively with other educators.	___	___
14. Have been constantly using some of the information presented at the institute.	___	___
15. Have definitely learned new concepts which have been valuable to me.	___	___
16. Have referred to and used the printed materials that were provided at the institute.	___	___
17. Have become more aware of the vocational needs of the disadvantaged.	___	___
18. Have developed specific programs for the needs of the disadvantaged.	___	___

	YES	NO
19. Have modified some of my present or planned activities in vocational education.	___	___
20. Have kept in contact with some of the participants and/or consultants I met during the institute.	___	___

In addition to the above, please describe those specific things that you have done as a direct result of having participated in the Institute and briefly describe the changes in Vocational Education that resulted (use additional paper as needed):

APPENDIX S

Instrument "A"
Complete and Return to:
Dr. Duane L. Blake
Colorado State University

PARTICIPANTS EVALUATION INSTRUMENT FOR WESTERN METROPOLITAN MULTI-INSTITUTE PROJECT

Name________________________________

Address______________________________

1. Referring to the preceeding page, please check those institutes that you attended.

______I. New Concepts

_____II. Disadvantaged Adults

____III. Administrative Coordination

_____IV. Vocational Guidance

______V. Supportive Programs

_____VI. Professional Personnel

____VII. Disadvantaged Youth

___VIII. Occupational Orientation Junior High School

_____IX. Research and Development

______X. Annual and Long-Range Program Planning

2. Which of the following statements best **reflects** the effects of the institute(s) you attended on your situation?

___a. I have begun to implement ideas that were stimulated by the institute.

___b. The institute provided useful ideas, and I have started to develop some plans.

___c. The ideas I got from the institute will need a long-term planning period before real action will occur.

___d. The institute experience had little impact for me or my situation.

Comment:____

____

3. Indicate which of the following professional contributions you have been able to make in your district from your participation in the institute(s). (Check all that apply)

   a. ___ Conduct workshops and/or other in-service kinds of activities

   b. ___ Program planning

   c. ___ Program evaluation

   d. ___ Curriculum development

   e. ___ Community work

   f. ___ Changes in teacher or professional preparation

   g. ___ Coordination work

   h. ___ Counseling and guidance

   i. ___ My position is such that I am not in a position to contribute as I could.

4. Check the statement that best reflects your role as a change agent.

   a. ___ I learned much about being a change agent and I am applying some of the knowledge in my situation.

   b. ___ I learned about being a change agent, but I am not able to apply it well in my situation.

   c. ___ The institute experience had little effect on my work in a change-agent role.

Comment: ____

____

5. Indicate by circling a number on the scale, the category that best reflects your feeling about how well the institute(s) you attended presented the topics.

	Very Well 5		4		Moderately Well 3		2		Poorly 1
a. Occupational orientation and guidance. .	5	.	4	.	3	.	2	.	1
b. Evaluation of programs.	5	.	4	.	3	.	2	.	1
c. Short term program planning	5	.	4	.	3	.	2	.	1
d. Program coordination	5	.	4	.	3	.	2	.	1
e. Change-agent role. .	5	.	4	.	3	.	2	.	1
f. Needs of disadvantaged.	5	.	4	.	3	.	2	.	1
g. Teaching disadvantaged.	5	.	4	.	3	.	2	.	1
h. New approaches to teacher preparation	5	.	4	.	3	.	2	.	1
i. Identifying and adopting exemplary programs	5	.	4	.	3	.	2	.	1
j. Long range planning	5	.	4	.	3	.	2	.	1
k. Community involvement in planning . .	5	.	4	.	3	.	2	.	1
l. Conducting workshops	5	.	4	.	3	.	2	.	1
m. Forming action teams.	5	.	4	.	3	.	2	.	1

6. Now indicate by letter the two topics listed above about which you personally learned the most______________and______________

7. Please scale your responses to the following items (Circle One)
5 indicates a high, favorable, or yes answer
1 indicates a low, unfavorable, or no answer

	High 5	.	4	.	3	.	2	.	Low 1
a. Have your supervisors or any superiors indicated any reaction to the gains or changes that could be directly or indirectly attributed to your attendance at any of the institutes?	5	.	4	.	3	.	2	.	1
b. Do your superiors feel that your participation in any of the institutes has been a worthy activity?	5	.	4	.	3	.	2	.	1
c. To what extent have you shared ideas, concepts, and materials provided by the institutes with your fellow workers?	5	.	4	.	3	.	2	.	1

8. As a participant in one or more of the institutes, how would you rate the following: (Circle One)

	High 5	.	4	.	3	.	2	.	Low 1
a. Consultants used	5	.	4	.	3	.	2	.	1
b. Resource material developed	5	.	4	.	3	.	2	.	1
c. Knowledge gained from other participants (Items and concepts)	5	.	4	.	3	.	2	.	1
d. Handout material	5	.	4	.	3	.	2	.	1

For each of the listed areas, indicate on the first scale your feelings about that area or topic in your community. Then on the second scale indicate the extent to which you feel the institutes had an impact on that area or topic in your community.

COMMUNITY INVOLVEMENT

There is much community involvement in occupational program planning.	5	4	3	2	1	There is little community involvement in occupational program planning.
The institutes had a very favorable impact.	5	4	3	2	1	The institutes had little or no impact.

Comment____

____

PROGRAM COORDINATION

There is much coordination of occupational education programs among agencies.	5	4	3	2	1	There is little or no coordination among agencies.
The institutes had a very favorable impact.	5	4	3	2	1	The institutes had little or no impact.

Comment____

____

CAREER-ORIENTED COUNSELING

There is very effective counseling available at all levels.	5	4	3	2	1	There is little, if any, career-oriented counseling
The institutes had a very favorable impact.	5	4	3	2	1	The institutes had little or no impact.

Comment____

____

PROGRAMS FOR DISADVANTAGED

We have many good programs that have been structured for the disadvantaged.	5	4	3	2	1	We have few, if any, good programs for disadvantaged persons.
The institutes had a very favorable impact.	5	4	3	2	1	The institutes had little or no impact.

Comment____

____

TEACHER PREPARATION

Teachers are well prepared for working with disadvantaged.	5	4	3	2	1	Teachers are poorly prepared for working with disadvantaged.
There is evidence that the institutes have impact on teacher preparation programs.	5	4	3	2	1	The institutes appear to have had little or no impact on teacher preparation.

Comment____

____

INVOLVEMENT OF DISADVANTAGED IN PROGRAM

Disadvantaged are greatly involved in program planning and development.	5	4	3	2	1	There is little, or no, involvement of the disadvantaged in program planning and development.
The institutes had a very favorable impact on disadvantaged involvement.	5	4	3	2	1	The institutes had little, or no, impact on disadvantaged involvement.

Comment____

____

IDENTIFICATION OF TRAINING NEEDS

There is a good system for identifying program needs.	5	4	3	2	1	There is no system for identifying program needs.
The institutes had a favorable impact on identification processes.	5	4	3	2	1	The institutes had little or no impact on identification processes.

Comment____

____

PROGRAM FLEXIBILITY

There is much emphasis on trying new ideas and adopting successful exemplary programs.	5	4	3	2	1	Very traditional district, very little new development going on.
The institutes greatly influenced program development and adoption processes.	5	4	3	2	1	The institutes had little or no impact on programming.

Comment____

____

UNNECESSARY PROGRAM DUPLICATION

Much effort is being made to eliminate unnecessary program duplication.	5	4	3	2	1	There is little or no effort being made to eliminate unnecessary program duplication.
The institutes have greatly influenced efforts to eliminate program duplication.	5	4	3	2	1	The institutes had little or no effect on efforts to eliminate program duplication.

Comment____

____

____

PROFESSIONAL PREPARATION

There have been significant changes in programs for preparing professional personnel in vocational education.	5	4	3	2	1	There has been little or no change in professional personnel preparation.
The institutes greatly influenced changes in professional preparation.	5	4	3	2	1	The institutes had little or no influence on professional preparation.

Comment____

____

____

INFLUENCE OF INSTITUTE PARTICIPANTS

Institute participants are in positions that can greatly influence occupational education.	5	4	3	2	1	Institute participants have little or no influence on occupational education.
Participation in the institutes has greatly strengthened the amount of influence the participants have on occupational education.	5	4	3	2	1	Participation in the institutes has had little or no effect on the influence of the participant.

Comment____

____

____

RESOURCE REALLOCATION

There has been a great effort made to reallocate available resources for career centered educational programs.	5	4	3	2	1	Little or no effort has been made to reallocate resources
The institutes had great impact on reallocation	5	4	3	2	1	The institutes had little or no impact on reallocation efforts.

Comment____

____

____

ADDITIONAL INFORMATION REQUESTED

We wish to give you an opportunity to fully explain the impact of the institutes upon your community. The following questions are more specific and to the point thus giving you an added opportunity to respond with your true feelings.

1. What specific strategies were used to get feedback from the ten western multiple institutes. Indicate by checking one or more items.

   ___had participants report to the staff.

   ___used participants as a planning team.

   ___used participants as consultants to city staff on problems covered by the institute(s) they attended.

   ___encouraged the participants to implement the plans which they developed in the institutes.

   ___used participants as resource people for inservice training of other occupational education personnel.

   ___other (describe)

2. Please describe those new strategies and/or programs that have had an impact upon your community as a result of institute participation (use additional pages if needed):

3. Comment specifically on your feelings about:

(a) Pre-Institute orientation and planning procedures by project directors.

(b) Efforts used to organize city team approach to participation.

(c) Participant nomination.

(d) Follow-up procedures by the city team after the institutes.

(e) Adequacy and availability of materials developed at institutes.

(f) Impact of the institutes on your programs.

(g) Program planning in your community as a result of the institutes.

(h) Curriculum development in your community as a result of the institutes.

(i) Research and development priorities identified as a result of the institutes.

INSTRUMENT "B"
Please Complete and Return to:
Dr. Duane L. Blake
Colorado State University

DIRECTORS
EVALUATION INSTRUMENT FOR WESTERN METROPOLITAN MULTI-INSTITUTE PROJECT

For each of the listed area, indicate on the first scale your feelings about that area or topic in your community. Then on the second scale indicate the extent to which you feel the institutes had an impact on that area or topic in your community

COMMUNITY INVOLVEMENT

There is much community involvement in occupational program planning.	5	4	3	2	1	There is little community involvement in occupational program planning.
The institutes had a very favorable impact.	5	4	3	2	1	The institutes had little or no impact.

Comment____

____

PROGRAM COORDINATION

There is much coordination of occupational education programs among agencies.	5	4	3	2	1	There is little or no coordination among agencies.
The institutes had a very favorable impact.	5	4	3	2	1	The institutes had little or no impact.

Comment____

____

CAREER-ORIENTED COUNSELING

There is very effective counseling available at all levels.	5	4	3	2	1	There is little, if any, career-oriented counseling.
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Comment____

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PROGRAMS FOR DISADVANTAGED

We have many good programs that have been structured for the disadvantaged.	5	4	3	2	1	We have few, if any, good programs for disadvantaged persons.
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Comment____

____

TEACHER PREPARATION

Teachers are well prepared for working with disadvantaged.	5	4	3	2	1	Teachers are poorly prepared for working with disadvantaged.
There is evidence that the institutes have impact on teacher preparation programs.	5	4	3	2	1	The institutes appear to have had little or no impact on teacher preparation.

Comment____

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INVOLVEMENT OF DISADVANTAGED IN PROGRAM

Disadvantaged are greatly involved in program planning and development.	5	4	3	2	1	There is little or no, involvement of the disadvantaged in program planning and development.
The institutes had a very favorable impact on disadvantaged involvement.	5	4	3	2	1	The institutes had little, or no, impact on disadvantaged involvement.

Comment____

____

IDENTIFICATION OF TRAINING NEEDS

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PROGRAM FLEXIBILITY

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Comment

PROFESSIONAL PREPARATION

There have been significant changes in programs for preparing professional personnel in vocational education.	5	4	3	2	1	There has been little or no change in professional personnel preparation.
The institutes greatly influenced changes in professional preparation.	5	4	3	2	1	The institutes had little or no influence on professional preparation.

Comment

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Institute participants are in positions that can greatly influence occupational education.	5	4	3	2	1	Institute participants have little or no influence on occupational education.
Participation in the institutes has greatly strengthened the amount of influence the participants have on occupational education.	5	4	3	2	1	Participation in the institutes has had little or no effect on the influence of the participant.

Comment____

____

____

RESOURCE REALLOCATION

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The institutes had great impact on reallocation efforts.	5	4	3	2	1	The institutes had little or no impact on reallocation efforts.

Comment____

____

____

ADDITIONAL INFORMATION REQUESTED

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   (e) Adequacy and availability of materials developed at institutes.

   (f) Impact of the institutes on your programs.

   (g) Program planning in your community as a result of the institutes.

   (h) Curriculum development in your community as a result of the institutes.

   (i) Research and development priorities identified as a result of the institutes.